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ABSTRACT

This collection of selected papers covers a variety of community college topics taken from a series of conferences sponsored by Northern Illinois University. The first describes a systems approach to individualized instruction in which appropriate learning experiences are assigned each student based on the results of a set of diagnostic procedures. The system is self-directed, self-administered and scheduled within broad time constraints. A detailed review of a case study in individualized instruction is then presented with all of the necessary forms and outlines developed for the course. The papers which follow present: (1) a review of a sample student information sheet prepared for a developmental learning lab; (2) a brief outline of the main points incorporated into a program for individualizing mathematics instruction; (3) an educational application of program evaluation and review technique (PERT) in the establishment of occupational programs; (4) a discussion of the Illinois Junior College Act as it relates to student services; (5) a plan for more effective counseling of occupational students; (6) the extent and nature of student activism in the community college; (7) some thoughts on articulation; and (8) a discussion on how to create an appropriate college climate to foster change and innovation, improve instruction and efficiency of operation, and make offerings meaningful and geared to student needs. The closing paper is a comparative analysis of some of the differences found in 39 community college associate degree programs in nursing. (AL)

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SELECTED PAPERS

from

Northern Illinois University

Community College Conferences

1970-1971

COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

JC 720 023

September 1971

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED057787

Each year Northern Illinois University sponsors a series of conferences on various topics of interest to community college personnel. The topics and speakers involved in these conferences are suggested by an advisory committee to the office of Community College Services and various articulation committees. The papers reproduced in this publication are those made available in written form by the speakers at various conferences.

William K. Ogilvie, Director
Community College Services
Northern Illinois University

Additional copies $1.50 each.

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SYSTEMS APPROACH TO

INDIVIDUALIZED INSTRUCTION

Vincent A. Guarna
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Morton College

Traditionally, instruction has been oriented toward a group or class. Common assignments are given to all members of the group and if individual projects are assigned, all students are expected to complete their projects on the same specified date. Thus, these student learning experiences are group-oriented, teacher-paced, and scheduled at a time convenient to the teacher and the school.

In contrast, individualized instruction is oriented toward the learner. Appropriate learning experiences are assigned each student. In order to determine what is appropriate for each learner some type of diagnostic procedure is used. Once these learning experiences are identified, instruction is mainly self-directed, self-administered, and scheduled, within the college's broad time constraints, at a time convenient to the learner.

If we accept a generalized definition of system as a group of components or subsystems, each performing significant roles and functions contributing to the end product of predictable achievement, then education or instruction can be identified as a system - a rather complex system. The end product of the educational system is predictable achievement in terms of students, teachers, administrators, facilities, methods, materials, and support groups - acting as components or subsystems performing significant functions to cause learning.

The instructor, student, and the materials are the most visible components of the over-all instructional system, because it is in this setting that most learning takes place and tangible results are produced. Implementation, however, is only one segment of systems operation and could not occur without the functions performed by all the other subsystems. The systems approach results in the identification of all functions and tasks required to achieve the terminal performance objectives - the end behavior desired of the student. The systems approach is a process of design and control for:

I. Determining the rationale for learning.

II. Establishing the measurable behavioral objectives for learning in precise terms.

III. Pretesting to determine if learners can perform satisfactorily now.

IV. Organizing instructional strategies to insure learning.

V. Post testing to determine if objectives have been met.

VI. Feedback - Checking the efficiency of, and making necessary adjustments and corrections in the operating system based on recognized deficiencies or changing requirements.

The ultimate goal of the learning process for the individual learner is the achievement of relevant performance skills and the possession of common learnings vital for adapting to change. Thus, the focal point of the educational system is the learner. Successful, controlled achievement by individual learners demands the selection of only relevant skills and knowledge which, on completion of training, assures success on the job and in the community. The development of curricula and of instructional materials must be based on a strategy that will insure successful achievement during all phases of instruction. This is a role of the systems approach in the development and validation of instructional materials.

Plan of Implementation

I have indicated above that there are six major steps to the systems approach to instruction. These steps are: rationale, measurable behavioral objectives, pretest, instructional strategies, post test, and feedback.

I. Rationale. The content of each unit of the course is selected on the basis of its relevance to the needs of the students and the purposes of the institution. The student should be allowed to interact with the teacher on the formulation of objectives. Without such a stated purpose, the learning activities become simply hurdles to clear rather than meaningful experiences. Attainment of the objectives is thereby facilitated.

Students find course work relevant if it relates to their own personal interests, is applicable to job or career objectives, provides important background for future study in a subject area, enriches their everyday life, develops personal skills in areas recognized as important for social or professional mobility and is presented in an exciting, stimulating, challenging, and success-providing manner. The rationale should touch upon several of these areas.

II. Measurable Behavioral Objectives. Objectives are the basis building blocks of each instructional unit. It is through these that the instructor communicates a specific set of expectations to his students. The objectives are written in terms of student behavior; i.e., what it is the student will be able to do after instruction that he could not do before. All learning and thus all instructional objectives can be classified as:

Cognitive Domain[1]

1.0 Knowledge - Recall of specifics, pattern, structure, etc.

2.0 Comprehension - Relating knowledge to other material or seeing its full implication.

2.1 Translation - Paraphrasing or restructuring ideas.

2.2 Interpretation - Summarization, reorganization.

2.3 Extrapolation - Extension of trends beyond given data.

3.0 Application - Use of abstractions in concrete situations.

4.0 Analysis - The breaking down of information into its elements.

4.1 Analysis of Elements - Distinguishing facts from hypothesis.

4.2 Analysis of Relationships - Connections and interactions of parts of a structure of knowledge.

4.3 Analysis of Organizational Principles - Organizational systematic arrangement.

5.0 Synthesis - Putting together of elements and parts to form structure.

5.1 Production of a Unique Communication - Communicating to others.

5.2 Production of a Plan or Proposed Set of Operations.

5.3 Derivation of a Set of Abstract Relations - Formulating hypothesis or propositions.

6.0 Evaluation - Quantitative and qualitative judgments, using standards of appraisal.

6.1 Judgments in Terms of Internal Evidence - Logical accuracy, internal consistency.

6.2 Judgments in Terms of External Criteria - Evaluation of internal data to outside influences and selected criteria.

Affective Domain[2]

1.0 Receiving - Attending

1.1 Awareness - Conscious of a situation, object, state of affairs.

1.2 Willingness to Receive - Giving attention but neutral toward the stimulus.

1.3 Controlled or Selected Attention - Selection of stimuli to be attended to; attention controlled by the learner.

2.0 Responding

2.1 Acquiescence in Responding - Compliance or obedience.

2.2 Willingness to Respond - Voluntary Response: proceeding from one's own choice.

2.3 Satisfaction in Response-- Behavior accompanied by a feeling of pleasure, zest, or enjoyment.

3.0 Valuing

3.1 Acceptance of a Value - Shown by consistency of response to the class of phenomena with which a belief or attitude is identified.

3.2 Preference for a Value - Sufficient commitment to a value so the individual will pursue, seek out, or want it.

3.3 Commitment - Belief involves a high degree of certainty bordering on faith; includes loyalty to a position, group, or cause; shown by efforts to convince others.

4.0 Organization

4.1 Conceptualization of a Value - Shown by attempts to identify characteristics of an object or position valued and by expression of judgments about a value.

4.2 Organization of a Value System - Bringing together a complex of values into an ordered relationship with one another.

5.0 Characterization by a Value or Value Complex

5.1 Generalized Set - The individual acts consistently in accordance with the values he has internalized.

5.2 Characterization - Having developed a consistent philosophy of life or a code of behavior which becomes characteristic of the individual.

Psychomotor Domain[3]

1.0 Perception - The essential first step; the process of becoming aware of objects, qualities, or relations by way of sense organs.

1.1 Sensor Stimulation - The impingement of a stimulus upon one or more of the sense organs (auditory, visual, tactile, smell, kinesthetic).

1.2 Cue Selection - Identification of the cue or cues and associating them with the task to be performed.

1.3 Translation - Relating of perception to action in performing a motor act: the mental process of determining the meaning of the cues received for the action.

2.0 Set - A preparatory adjustment or readiness for a particular kind of action or experience.

2.1 Mental Set - Readiness in the sense of having made the anatomical adjustments necessary for a motor act to be performed.

2.2 Emotional Set - Readiness in terms of attitudes favorable to the motor acts taking place. Willingness to respond is implied.

3.0 Guided Response - An early step in the development of skill. Emphasis is upon the abilities which are components of the more complex skill.

3.1 Imitation - The execution of an act as a direct response to the perception of another person performing the act.

3.2 Trial and Error - Trying various responses, usually with some rationale for each response, until an appropriate response is achieved.

4.0 Mechanism - The habituation of a learned response. At this level, the learner has achieved a certain confidence and degree of skill in performance of the act.

5.0 Complex Overt Response - The individual can perform a motor act that is considered complex because of the movement pattern required; a high degree of skill has been attained; the act can be carried out smoothly and efficiently.

5.1 Resolution of Uncertainty - The act is performed without hesitation; the individual knows the sequence required and so proceeds with confidence.

5.2 Automatic Performance - The individual can perform a finely coordinated skill with a great deal of ease and muscle control.

III. Pretest. When instruction is group-paced little use is made of the concept of diagnosis or pretest. Instead, teachers analyze the amount of content to be covered in a text or syllabus and pace their instruction to cover that content in the allotted time. Some students complete an assignment in a few minutes, some require hours, and some never get started. In any event, succeeding assignments are made on the teacher's schedule regardless of the motivation, ability or achievement of the student. Differences among students are accommodated by expecting greater effort from those least qualified to expend it, or by providing less recognition to those who have the most need for encouragement and support.

One of the primary objectives of individualized instruction is to change the typical group-paced situation so that each student receives an appropriate assignment. An attempt is made to increase motivation by identifying the learner's interests and by providing learning experiences compatible with those interests whenever possible. The size and frequency of assignments are dependent upon both the learner's ability and past achievement. Therefore, when individualizing instruction, the teacher has a continuing need for information about each student.

The operations involved in obtaining essential data about each learner, and in analyzing that data are frequently called diagnosis or pretesting. There are three fundamental elements or procedures involved in diagnosing individual learner requirements. These are found in all combinations. The fundamental procedures are:

1. Special (criterion type) tests, or standard (normative) tests are employed as the primary source for obtaining data.

2. Data are given in objective analysis and interpretation; i.e., a given score(s) has an agreed upon meaning, a specified learning experience follows, or data are given a subjective analysis and interpretation, and teachers prescribe a wide range of learning activities, taking into consideration student needs, using test data as only one consideration (often a minor one) in determining subsequent learning experiences.

3. Individual teachers or a team of teachers diagnose the learner's requirements.

In addition, there is an "overriding" factor that pervades all pretesting. The overriding factor is student interest. In some instances this is the primary basis for determining learning experiences regardless of test scores.

IV. Instructional Strategies. There are two underlying conditions which must be kept in mind when reviewing procedures used to individualize instruction. First, in any given school, individualized instruction is often not provided for all students and does not apply to all subjects. The obvious examples are some physical education classes, group singing, band and other activities which, by their very nature, are group activities.

Second, the instructor abandons his traditional role of lecturer and dispenser of knowledge. His new responsibility is that of a manager of learning; a catalyst, a tutor, and a diagnostician. Since the student is no longer forced to pursue learning activities, the instructor becomes a motivator and a creator of an environment in which the learner is inspired to become involved in the learning process. Learning activities may be directed or prescribed in detailed ways or may be guided by rather nonspecific directions from teachers.

The direction of prescription of learning activities may be accomplished by teachers, but more often is managed by carefully sequenced and prepared materials which direct learners in very precise ways as to what their learning activities should be. The other dimension of this component is that the student may use his own discretion in selecting the materials and activities in which he will engage. In these latter situations, the point of view of the teachers is that one of the most significant learning experiences that students can have is the opportunity to learn to identify the materials necessary for them to learn on their own and free them from dependence on carefully sequenced and guided instruction. This point of view will be implemented by placing the instructional mode on the schedule of classes. A list of the variety of modes that can be used is as follows:

lecture - large and small group
discussion
leadership function seminar
buzz session
conference
homogeneous - heterogeneous grouping according to objectives
laboratory teaching -open lab
project method
independent study
drill
field experience
experimentation
field trip
manipulative and tactile activity
modeling and imitation
skill practice session
problem-solving
programmed instruction
reading
ram
recitation
role playing
shopwork
CAI
simulated experiences
films, slides and transparencies
telephone and radio
video tape

language laboratories and tape recorders
guest lecturers
proficiency exams
study skills center
library work

The question the teaching staff member should ask himself is: Which forms of instructional media are most effective in attaining the learning objectives?

B. Evaluation Procedure - The Post Test. If student learning is the goal of our educational institution, then the assessment of learning becomes an extremely important process. It is only through such assessment that the teacher is able to determine the success of his teaching endeavors. The teacher must have measurable evidence of student learning so as to document that teaching has occurred.

In the past few years, measurement experts have evolved markedly different approaches to testing practices. These approaches are at considerable variance with customary measurement procedures historically used by educators. It is, therefore, imperative that those involved with the assessment of learning, and this includes most educational personnel, know the implications of these new procedures.

The differences between the norm-referenced approach to evaluation, traditionally used in classrooms, and the new criterion-referenced approach are highlighted in the chart which follows.[4]

NORM-REFERENCED APPROACH	CRITERION-REFERENCED APPROACH
Testing is used to ascertain one's performance in relation to the performance of others.	Testing is used to ascertain one's performance with respect to an established criterion or performance standard.
The normal curve is a guide in assignment of grades - it serves to sort students.	Instruction is adapted to individual learning rates - allows for mastery of objectives concept in grading.
Aptitude is viewed as the capacity for learning.	Aptitude is viewed as the time required to master objectives.
Testing is used to assess individual students.	Testing is used to assess teaching.

Instruction adapted to the individual learning rates of students indicates the need for a criterion-referenced approach to evaluation in which students may help set the criteria. Non-punitive grading is employed and if students perform poorly on a test it simply means they have not as yet learned, and thus have not as yet been taught. An "X" symbolizes

instructional failure, not student failure.

The theoretical base is supplied by Bloom's concept that the grade of "A" as an index of mastery of a subject can be achieved by up to 95 percent of the students in a class, given sufficient time and appropriate types of help. Thus the normal curve as a guide in assigning grades, and the view that aptitude is the capacity for learning, are no longer valid. Most students are capable of mastery, and our instructional system must accommodate this concept.

A crucial element of the system, then, is the post-assessment where learning, and thus teaching, are measured.

VI. Feedback. No learning means the instruction must be revised, and the student recycled back into the system until such time as he demonstrates mastery of the subject matter.

If the view that aptitude is the amount of time required to attain mastery of a learning task is correct, then mastery of learning is theoretically available to all. This formulation has the most fundamental implication for education, one of which is that instructional processes which fail to instruct must be revised until they become effective teaching tools. For it is in the instruction, not in the learner, that the failure truly resides. Revision of instruction is thus based upon a systematic process of obtaining feedback from the learner.

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1. Bloom, et al. Taxonomy of Educational Objectives, Handbook I, Cognitive Domain, New York: David McKay Co., 1956.

2. Krathwohl, David R., et al. Taxonomy of Educational Objectives, Handbook II, Affective Domain. New York: David McKay Co., 1964.

3. Simpson, Elizabeth Jane. "The Classification of Educational Objectives, Psychomotor Domain." Unpublished project report, University of Illinois, 1966.

4. Herrscher, Barton R. Implementing Individualized Instruction. Houston: ArChem Co., 1971.

A CASE STUDY IN INDIVIDUALIZED INSTRUCTION

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There is a new revolution on campus.

It is a quiet one, not very noisy; no bloodshed; no casualties - we hope, and there will probably be very few, if any, headlines in the newspapers giving notice to this revolution.

Yet there is no doubt that this revolution will be far more effective and have immeasurably more influence on the institutions of education (at all levels) than the revolutions, riots and other disorders that we have been reading about in the past months.

Because of the limitations in space herein, I would like to merely state that it was not until recently that I became a member in the ranks of the revolutionaries by participating in the individualization of the Accounting Program at Moraine Valley Community College, and then let it stand at that. Our space in this article would be more valuable utilized by a concise explanation as to how this program is being implemented at our college.

Our first step in the development of this program was for the Accounting Advisory Committee to identify the desirable objectives for the Accounting Program. This was done by my supplying the Committee with a detailed listing of the topics in the text we are using. They in turn examined this listing for those objectives that they felt were desirable to educate an individual through the Junior Accountant level. This committee is made up of professional/industrial/commercial people and was organized and headed by our Director of Business Related Programs, William Piland.

Supplied with the complete listing of desirable objectives, we then proceeded to correlate these objectives with the textbook and supplemental audio-visual and testing material. To facilitate this coordination we developed the form shown in Appendix 1.

Our next step was to write the specific behavioral objectives for each of the eleven units. Due to the space limitations in this article we have prepared Unit II Objectives only, for your analysis (Appendix 2).

You will be able to see just how a particular Unit fits into the overall program by the listing of Major Unit Objectives in Appendix 3. The Introduction to Accounting Course covers the first 13 chapters of the text, and is divided into eleven Units. Each of the first ten Units generally correspond to the first ten chapters of the text. The eleventh Unit is made up of several important topics covered in Chapters 11 through 13 that we felt were essential to complete the Introduction to Accounting Course. Each Unit contains from 15 to 25 Objectives.

A copy of Unit I Objectives is given to each student at his first class or group dissemination meeting of the semester. After that he receives subsequent Units during his individual interviews, as he is ready for them.

Appendix 4, indicates the interview and lecture schedule I developed for our summer school pilot program. During the summer the course was a 4 credit hour course, but hereafter, Introduction to Accounting and all other Accounting courses in our Accounting Program are offered as 3 credit hour courses. At any rate, I estimated that the maximum time I would have to devote to this summer class, including preparation time, would be 18 hours per week. This would equate the individualized method to the time I would have to devote under the traditional method, including preparation. I have actually experienced about 13 to 14 hours per week (considerably less than would have been required under the traditional method).

You might be interested in the fact that during the forthcoming fall semester, I will be responsible for 8 - 3 credit hour courses. We have worked out a contract arrangement whereby I will be paid consistent with this increased productivity. A normal maximum load would have been around 180 students under the traditional method of 6 - 3 credit hour lecture courses. Under the individualized program I will be handling a maximum of 288 students, and be putting in less than a 40 hour week, including 10-1/2 hours of group lecture time for all 8 classes (Appendix 5).

In addition to the Unit I Objectives, each student is also given a copy of the Group Lecture Schedule illustrated in Appendix 6. It must be stressed that we no longer consider the lecture as the all essential primary source of information for the student. It is nothing more than another means of exposing the student to the subject matter; the main effort being on the student's own study activities, through the use of the text.

One of the most important administrative procedures in our program is the use of our appointment card for the individual interview. An appointment card(Appendix 7) is given to each student the first day of the semester. His first appointment being selected rather arbitrarily. From then on he is never without a scheduled appointment. Whenever he meets with me individually, he must make a commitment as to when he will return. We believe that this control over the individualized approach has not adversely affected the self-pacing nature of the program. It merely assures the student and the teacher of a continous contact with each other. The date and time of each appointment is determined by mutual agreement between student and teacher, although there is always the natural tendency for the teacher to encourage the student at a slightly faster pace than he would probably set for himself if he could stand back and make all the decisions alone. Students are free to change an appointment if the circumstances so dictate.

When student and I both agree that he is ready for an examination in any Unit, the examination is selected from my files and assembled, sealed and hand-carried to the Learning Resources Center (LRC) by the student, together with a copy of the Letter of Introduction and Instructions illustrated in Appendix 8.

All the examinations are administered by the LRC under the supervision of a staff proctor. The examinations are sealed and may be opened by the student in front of the proctor. The instructions indicate to the proctor just exactly under what conditions the examination is to be administered.

It is impossible for a student to accurately predict or guess the exact problems he or she would receive in any examination, based on his contact with students who have taken the Unit examination prior to him. We have a great variety of examination material, thanks to the author and publisher.

We are able to administer a much more thorough and demanding examination procedure under this individualized approach than we were able to administer under the traditional lecture method. A student is exposed to no less than 33 comprehensive problems and at least 100 objective questions, as against about 18 comprehensive problems and no objective questions under the traditional lecture method.

Grading this volume of examinations is no effort, since the examination becomes one of the principal basis of the student's next interview and his paper is graded in front of him during this interview. Also, this procedure is applied to all of his written assignments, a grading task considered almost impossible heretofore.

Our standards are high in this individualized approach. We strive for no less than an "A" or "B" achievement in each Unit before a student is allowed to progress to the next unit.

In order to control the student's progress and so that we might be able to determine just exactly what the student is supposed to be doing at all times, we have developed the Individual Control and Progress Record illustrated in Appendix 9. This record is placed in his individual file folder and when he reports for an interview, it aids in immediately determining where we left off at the last interview and what the student is to be ready with at his current interview.

In closing, let me quote from some of the students in their Course Evaluations that were administered during the summer school pilot program:

"The individual meetings were most effective"
"The whole course was presented in a refreshing new way"
"The course was very rewarding"
"Any problems were almost immediately cleared up when I met with the Professor to discuss them"
"The course required me to work on the homework more than I would have otherwise"
"Being on your own required me to think more...it also taught me more."
"It was very demanding"
"I like the freedom to choose the time to take a test"
"For once in my life I learned instead of memorizing"

The individualization of instruction as we view it is but a stepping stone in a never ending path to improve our education process. It has its time and its place in this process. We firmly believe that the time for individualization is now!

(Sample Major Unit Objective Form
Systems Approach -
Moraine Valley Community College)

Accounting Program Objectives
Introduction to Accounting

Unit ____

Major Unit Objective:

Specific Topic Objective:

Suggested Time Limits:

Description:

Assignment Sequence:

Read:

Preview Visual Aids:

Problem Assignments:

Examination:

Review:

(Sample Behavioral Objectives
Systems Approach -
Moraine Valley Community College)

Accounting Program Objectives
Introduction to Accounting

II Journals, Ledgers and Trial Balance

A The Basic Accounting Equation:

The student is to analyze and be able to explain the basic accounting equation.

READ MATERIAL ON PAGE 28 OF TEXT

B What is an account:

The student is to analyze the use and structure of accounts and be able to classify and record information in them.

READ MATERIAL ON PAGE 29 OF TEXT

C The relationship of accounts to the Balance Sheet:

The student is to analyze the relationship of the accounts to the Balance Sheet.

READ MATERIAL ON PAGE 29 OF TEXT

THE STUDENT IS TO SECURE AND PREVIEW McGRAW-HILL FILMSTRIP #1 ON THE BOOKKEEPING EQUATION AND THE BALANCE SHEET FROM THE LEARNING RESOURCES CENTER

D What is an asset:

The student is to be able to cite the definition of an asset to include the concept of ownership, value and the conversion to cash principle.

READ MATERIAL ON PAGE 31 OF TEXT

E Definition of a Current asset:

The student is to be able to cite the definition of a current asset.

II Journals, Ledgers and Trial Balance

READ MATERIAL ON PAGE 31 OF TEXT

F Definition of a Plant asset:

The student is to be able to cite the definition of a Plant asset.

READ MATERIAL ON PAGE 32 OF TEXT

G Definition of a Liability:

The student is to be able to cite the definition of a Liability.

READ MATERIAL ON PAGE 32 OF TEXT

H Definition of a Current Liability:

The student is to be able to cite the definition of a Current Liability.

READ MATERIAL ON PAGE 32 OF TEXT

I Definition of a Long-Term Liability:

The student is to be able to cite the definition of long-term liabilities.

READ MATERIAL ON PAGE 33 OF TEXT

J Definition of Capital (Net Worth):

The student is to be able to cite the definition of Capital as it pertains to the net worth of a proprietor.

READ MATERIAL ON PAGE 32 OF TEXT

II Journals, Ledgers and Trial Balance

K Definition of Revenue:

The student is to be able to cite the definition of revenue.

READ MATERIAL ON PAGE 32 OF TEXT

L Definition of Expenses:

The student is to be able to cite the definition of expenses.

READ MATERIAL ON PAGE 33 OF TEXT

M The Debit-Credit Concept:

The student is to analyze and use the debit-credit concept.

READ MATERIAL ON PAGE 33 OF TEXT

THE STUDENT IS TO SECURE AND PREVIEW McGRAW-HILL FILMSTRIP #2 ON THE USE OF ACCOUNTS AND ANALYSIS OF TRANSACTIONS FROM THE LEARNING RESOURCES CENTER

N Introduction to the 2-column Journal:

The student is to analyze and be able to cite the definition of the use of a 2-column Journal.

READ MATERIAL ON PAGE 36 OF TEXT

O Introduction to the 2-column account:

The student is to analyze and be able to cite the definition of the use of 2-column accounts.

READ MATERIAL ON PAGE 37 OF TEXT

P Posting:

The student is to analyze and be able to "Post" recorded information from the Journal to the Ledger.

II Journals, Ledgers and Trial Balance

READ MATERIAL ON PAGE 38 OF TEXT

WRITTEN ASSIGNMENT: PROBLEM 2-1A
PROBLEM 2-5A

Q The Chart of Accounts:

The student is to analyze, evaluate and construct a chart of accounts.

READ MATERIAL ON PAGE 38 OF TEXT

THE STUDENT IS TO SECURE AND PREVIEW McGRAW-HILL FILMSTRIP #3 ON THE JOURNALIZING AND POSTING PROCESS FROM THE LEARNING RESOURCES CENTER.

WRITTEN ASSIGNMENT: PROBLEM 2-2

R The Trial Balance:

The student is to analyze, evaluate and construct a trial balance.

READ MATERIAL ON PAGE 44 OF TEXT

S The objective of the trial balance:

The student is to analyze and identify the objectives of the trial balance.

READ MATERIAL ON PAGE 46 OF TEXT

T The discovery of errors through the trial balance:

The student is to cite the types of errors and the methods of tracing errors through the construction of a trial balance.

II Journals, Ledgers and Trial Balance

READ MATERIAL ON PAGE 47 OF TEXT

THE STUDENT IS TO PREVIEW AND SECURE McGRAW-HILL FILMSTRIP #4 ON THE PREPARATION OF THE TRIAL BALANCE FROM THE LEARNING RESOURCES CENTER.

WRITTEN ASSIGNMENT: PROBLEM 2-3A

THE STUDENT IS TO REPORT TO INSTRUCTOR WITH COMPLETED WRITTEN ASSIGNMENTS, PREPARED TO WRITE OBJECTIVE AND COMPREHENSIVE PROBLEM EXAMINATIONS IN UNIT II OBJECTIVES A THROUGH T.

(Sample Major Unit Objectives
Systems Approach -
Moraine Valley Community College)

Accounting Program Objectives
Introduction to Accounting

Major Unit Objectives

Unit I	Basic Structure of Accounting
Unit II	Journals, Ledgers and Trial Balance
Unit III	Basic Closing Operations
Unit IV	Use of Special Journals and Ledgers for Sales and Cash Receipts
Unit V	Use of Special Journals and Ledgers for Purchases and Cash Payments
Unit VI	Summarizing and Reporting
Unit VII	Analysis of Receivables and Payables
Unit VIII	Merchandise Inventory
Unit IX	Deferrals and Accruals
Unit X	Plant Assets and Intangible Assets
Unit XI	Systems and Controls

(Sample Summer Teacher Schedule
Systems Approach -
Moraine Valley Community College)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00						
9:10						
9:20						
9:30						
9:40						
9:50						
10:00						
10:10						
10:20						
10:30						
10:40						
10:50	G R O U P					
11:00	L E C T U R E					
11:10	D I S C U S S I O N					
11:20	&					
11:30	D E M O N S T R A T I O N					
11:40						
11:50						
12:00						
12:10						
12:20						
12:30						
12:40						
12:50						
1:00						
1:10						
1:20						
1:30						
2:00						
3:00						
4:00						
5:00						

(Appendix 4)

(Sample Teacher Schedule for
Systems Approach
Moraine Valley Community College)

ACCOUNTING

FALL SCHEDULE

	M	T	W	T	F
8:00		142 - 2*			
8:10					
8:20					
8:30					
8:40					
8:50					
9:00					
9:10					
9:20					
9:30					
9:40					
9:50					
10:00	142 - 1 & 6*				
10:10					
10:20					
10:30					
10:40					
10:50					
11:00					
11:10					
11:20					
11:30					
11:40					
11:50					
12:00					
12:10					
12:20					
12:30					
12:40					
12:50					
1:00			142 - 5 & 8*		
1:20					
1:30					
1:40					
1:50					
2:00					
2:10					
2:20					
2:30					
2:40					
2:50					
3:00					

*Class sessions
Open spaces on schedule available for student conferences.

(Sample Group Lecture Schedule
Systems Approach -
Moraine Valley Community College)

Introduction to Accounting
Group Lecture Schedule

#	Subject	Date	Location	Instructor
1	Introduction, Overview, Procedure Unit I Objectives A thru O	Mon 6/14	1011	M. Povsner
2	Unit I Objectives P thru S Unit II Objectives A thru M	Tue 6/15		
3	Unit II Objectives N thru T Unit III Objectives A thru L	Mon 6/21		
4	Unit IV Objectives A thru R	Tue 6/22		
5	Unit V Objectives A thru I	Mon 6/28		
6	Unit VI Objectives A thru I	Tue 6/29		
7	Unit VII Objectives A thru N	Tue 7/6		
8	Unit VII Objectives O thru P	Mon 7/12		
9	Unit VIII Objectives A thru F	Tue 7/13		
10	Unit VIII Objectives G thru J	Mon 7/19		
11	Unit IX Objectives A thru N	Tue 7/20		
12	Unit X Objectives A thru I	Mon 7/26		
13	Unit X Objectives J thru T	Tue 7/27		
14	Unit XI Objectives A thru M	Mon 8/2		

(Appendix 6)

(Sample Student Appointment Card
Moraine Valley Community College)

	Date Completed	Grade	Remarks
Unit VII			
Problem 7-1A			
Problem 7-2A			
Problem 7-4A			
Problem 7-5A			
Practice Set (partial)			
Unit VII Examinations			
Unit VIII			
Problem 8-1A			
Problem 8-3A			
Problem 8-4A			
Problem 8-5A			
Practice Set (Completed)			
Unit VIII Examinations			
Unit IX			
Problem 9-2A			
Problem 9-4A			
Unit IX Examinations			
Unit X			
Problem 10-2A			
Problem 10-3A			
Problem 10-4A			
Problem 10-7A			
Unit X Examinations			
Unit XI			
Problem 11-1A			
Problem 11-4A			
Unit XI Examinations			

ERROR IN DUPLICATION:

Unit VII through XI, top portion Page 23, should follow Unit VI, Page 25.

SAMPLE APPOINTMENT CARD

You have a scheduled appointment with _____
(Instructor)

on _____ at _____ _____
(Day) (Date) (Time) (Place

_____
(Purpose)

Please call in advance for another appointment if this appointment must be cancelled. Accounting students must have a scheduled appointment at all times.

(Sample Letter of Introduction & Instruction
for Learning Resources Center
Systems Approach -
Moraine Valley Community College)

Date:

Time:

To: Learning Resource Center
Building 100

From: Mitchell Povsner
Assistant Professor
Accounting

This is to introduce_____who is to be administered the attached written examination in your facility, under your supervision.

Please adhere closely to the following instructions;

1. The student may remove the staples only after he has reported to the proctor in the Learning Resource Center.
2. The student must place his name on ALL of the attached sheets and they must all be returned to the undersigned, even the blank ones and the ones used as scratch paper.
3. The student may bring only pencil and ruler into the carol with him. He may not bring any other materials, books or supplies into the carol.
4. The student may not leave the carol for any reason during the examination. When he does leave, he must surrender the examination to the proctor and it will be picked up each day by the undersigned.
5. The student is to be identified by the proctor to determine that he or she is the one who was sent over to take the examination.
6. The student must be within visual observation of the proctor all the time while taking the examination.
7. There is no time limit in the administration of this examination.

Mitchell Povsner

(Appendix 8)

(Sample Student Performance Record - Moraine Valley Community College)

PROGRAM PERFORMANCE RECORD
INTRODUCTION TO ACCOUNTING

Unit I	Date Completed	Grade	Remarks
S-M Handbook on Accounting			
Problem 1-1A			
Problem 1-2A			
Problem 1-3A			
Unit I Examinations			
Unit II			
Filmstrip #1			
Filmstrip #2			
Filmstrip #3			
Filmstrip #4			
Problem 2-1A			
Problem 2-2A			
Problem 2-3A			
Problem 2-5A			
Unit II Examinations			
Unit III			
Problem 3-1A			
Problem 3-3A			
Problem 3-5A			
Unit III Examinations			
Unit IV			
Problem 4-1A			
Problem 4-2A			
Problem 4-3A			
Problem 4-4A			
Unit IV Examinations			
Unit V			
Problem 5-1A			
Problem 5-2A			
Unit V Examinations			
Unit VI			
Problem 6-1A			
Problem 6-4A			
Unit VI Examinations			

(Students Information Sheet,
Developmental Learning Lab.,
College of DuPage)

D L L

DEVELOPMENTAL LEARNING LAB

College of DuPage

Student Information Sheet

Welcome to the Developmental Learning Lab. The DLL is a service offered by the College of DuPage to enable individual students to pursue or discover special needs and interests. We are here to help you.

You will have an opportunity to work at your own speed in many areas. Unlike many courses, the DLL is not a class of many. You make up a class of one. Most students find that they like to work on their own at their own rate. Instructors will help you plan a program of study and will offer guidance and direction as you need it. However, the total responsibility for learning is yours. How much you learn and how fast you progress depends upon your sincere desire and willingness to work hard. We want you to learn and we believe that you are here because you really want to learn.

You will probably discover that there is much you'd like to do in the DLL. The instructors are here to help you do it. Feel free to consult with them frequently. You might like to see an instructor when:

You aren't progressing as fast as you wish.
You'd like to start a new program.
You don't understand a problem or the answer given.
You want to try different material.
You need to change your schedule.
It's a terrible day and nothing is going right.

If the instructor can't answer your question immediately, he will try to help you find the answer.

Beverly R. Bogaard
Director of DLL

DEVELOPMENTAL LEARNING LAB

Specific Information

1. HOURS

The DLL is open at the following times and you may come and work during any of these hours:

M-Th.	8:00 A.M.-9:00 P.M.
Fri.	8:00 A.M.-3:00 P.M.
Sat.	9:00 A.M.-12:00 noon.

2. EVALUATION

A. If you enrolled in the DLL for credit, you may choose a final evaluation of Satisfactory or Unsatisfactory.

If you have chosen a Satisfactory or Unsatisfactory evaluation, you will be asked to evaluate your progress at the end of a quarter. In addition an instructor will be assigned to you, and he will help in the final evaluation.

Credit

B. If you enrolled in the DLL for credit, you may choose a final evaluation in the traditional grading system: A, B, C, etc.

If you have chosen the traditional grading system, you will be asked near the beginning of the quarter to set your end goals and, with an instructor, make concrete plans for completing these goals. You must complete a contract to obtain a desired letter grade.

Non-Credit

C. If you entered the DLL on a non-credit basis, you may wish a final evaluation with an instructor.

3. RELATIONSHIP OF CREDIT, HOURS, AND EVALUATION

The chart below that lists minimum hourly requirements is extremely important if you are taking the DLL for credit. It is essential that these hours be completed before credit and grades can be given. However, these numbers represent only the minimum. We hope you will be able to work in the DLL for more than the minimum required hours. Naturally, the more hours you devote, the more progress you will make. You will be asked to evaluate your progress at the end of a quarter. In addition an instructor will be assigned to you, and he will help in the final evaluation.

	Minimum total hrs by the end of quarter	Approximate total hrs. by mid term
5 credit hours	55	28
4 credit hours	44	22
3 credit hours	33	17
2 credit hours	22	11
1 credit hour	11	5

4. WHAT ABOUT HOMEWORK?

The DLL has many units of study available. Although there might be times when you will find it necessary and helpful to work with a specific instructor on a specific problem concerning a course you are taking, the DLL is NOT the place to do your homework.

5. SIGN IN-OUT SHEET

It is essential that you sign in and sign out each day as you arrive and leave.

6. STUDENT FOLDERS

The student folder is for your use. You should keep an accurate record of your progress and keep all your DLL work in it during the quarter. The following forms are also kept in your folder:

7. TIME SHEET

A. Daily Work Report:

Each time you work in the DLL you should have the time sheet signed by an instructor or teacher aide before you leave. This is used for our record keeping. Please be specific about the following:

1. Give exact times of arrival and departure.

2. List specific work accomplished, such as Reading IIIb, Blue #4, 5, 6, and English 3200, Chapter 2, frames 218-320, or Listening Tape Set I, #1 and 2.

B. Instructor Consultation Column:

When instructors confer with you they will initial this column so they have a record of the last time you have been helped. Confer with an instructor at least once a week.

8. LAB STAFF

The following will be glad to answer questions, explain materials, assist you with your program, and introduce you to instructors in specific areas. Feel free to contact them at any time:

Lab Assistant	Teacher Aides
Mrs. Marie DaHarb	Mrs. Margaret Mott
	Mrs. Vivian Nepraš
	Mrs. Elaine Novey

9. SERVICES OFFERED

There are many services offered at the DLL. The following is only a partial list. You might have come to the DLL to work in one area. This concentration may be very valuable. We do, however, encourage you to explore as many areas as you wish. We want you to work out the most comfortable schedule for your own programs of study.

For example, you may wish to spend 20 minutes on spelling and 30 minutes on reading comprehension during one hour's period. However, the next hour you may wish to continue with either spelling or reading and begin working in mathematics.

A. SMALL GROUP WORKSHOP

B. ENGLISH

- Grammar Review
- Literature
- Organization
- Punctuation
- Term Paper
- Writing Practice

C. MATHEMATICS

- Arithmetic
- Algebra
- Geometry
- Trigonometry
- Calculus

D. READING

- Comprehension
- Critical Reading
- Phonics
- Rate
- Skills

E. SPELLING

F. STUDY SKILLS

- Attitudes, Interests, and Habits
- Course-Related Skills
- Dictionary Use
- Study Management
- Textbook Reading

G. LISTENING SKILLS

H. NOTETAKING SKILLS

I. VOCABULARY

J. INDIVIDUALIZED COURSES

- English 101E
- English 102E
- Math 050
- Math 080
- Spanish 100

K. NEW PROGRAMS UNDER DEVELOPMENT

- Accounting
- Biology
- Business
- Chemistry
- Constitution Study
- Engineering
- English as a Second Language
- Foreign Languages (GED)
- Library Skills
- Physics
- Political Science

INDIVIDUALIZING MATHEMATICS INSTRUCTION

Russell E. Lundstrom
College of DuPage

POINTS TO CONSIDER WHEN DESIGNING AN INDIVIDUALIZED SYSTEM OF MATHEMATICS INSTRUCTION

1. The system must be organized to take a minimum amount of the instructor's time for administration.

2. Personal contact between the student and the instructor should be designed into the system.

3. Social motivation is important. Peer interaction should be built into the system.

4. The role of the teacher as lecturer must be minimized. Responsibility for tutoring individuals or small groups is emphasized.

5. The registration procedure must allow for changes in a student's program and flexibility of time for completion.

6. The room arrangement must allow for movement of the teacher among the students. Adequate storage space for materials is needed in the classroom.

7. Some students find it difficult to accept the self-study form of learning. Some students have a tendency to procrastinate when allowed to determine their own pace.

8. A poorly designed system with poor learning materials provided might be even more difficult for the student to overcome than a poor instructor in the traditional form.

POSSIBLE BENEFITS OF AN INDIVIDUALIZED SYSTEM OF MATHEMATICS INSTRUCTION

1. The learner advances through the course by demonstrating his mastery of objectives. The threat of time and failure could be removed.

2. Students could be individually examined on a body of material only after they feel it has been adequately mastered.

3. The system might encourage more student thought and paper/pencil involvement.

4. More time is available for the individual student-teacher relationship.

5. The tutorial relationship occurs after the student studies and recognizes a difficulty.

6. The teacher should be able to more quickly assess the abilities, limitations, and mathematical background of an individual student.

7. Learning material is more quickly evaluated from student experience.

8. It should be easier to identify instructional units with the appropriate array of audio, visual, printed, and actual object materials.

9. The system approach should lend itself to the use of teacher aides for more routine operations such as test correction, record keeping and even some tutoring.

THE APPLICATION OF PROGRAM EVALUATION AND REVIEW TECHNIQUE IN THE ESTABLISHMENT OF OCCUPATIONAL PROGRAMS

John J. Swalec
Associate Dean of Instruction
Moraine Valley Community College

Program Evaluation and Review Technique (PERT) was initially used in the management of large defense contracts. PERT was instrumental in cutting years from the time span originally projected for the development of the Polaris Missile. The importance of this program made it imperative that improved techniques for scheduling and controlling time and estimating budgeting be initially identified and explicitly defined.

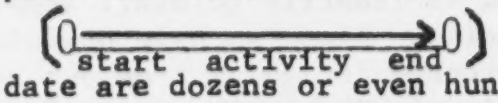
PERT is a planning and control technique with quantitative embellishments. (1) The PERT chart is a pictorial representation of the work accomplished in reaching a specific objective. In the development of occupational programs, PERT can be used to evaluate the progress toward and the actual establishment of these programs, while focusing attention on potential and actual problems. Periodic status reports predict the likelihood in reaching the objectives and/or provide the opportunity to predict if the project can be completed in time. PERT methods can be used for simple or complex projects; however, the increased complexity of the project should warrant the greater need for the method. Thus, as we consider the possibilities of developing a new program at our institution, concern for developmental time, cost, novelty and complexity of the program is basic.

If we consider management's role as one of planning, organizing, motivating, assisting progress and controlling results while providing interaction toward a predetermined objective, we can consider program developers as educational managers. Regardless of whether the educational manager is the Dean of Instruction, Dean of Vocational/Technical Education, Dean of Occupational Education or, in Moraine Valley's case, the Associate Dean of Instructional Programs, he is responsible for direction relating to the development of each new occupational program. Although others can assist in these activities, they are not finally accountable for the developmental decision-making. It also should be noted that while most educational institutions have the traditional department or division chairman, the management concept can be extended so that the design and the implementation of the learning experiences can be done by an instructional staff member who can in reality be called the instructional manager of this particular area rather than instructor, assistant professor, associate professor, etc. The extension made here to the instructional level is added merely to further clarify the definitive role of manager.

Now that we have identified the philosophical basis for the utilization of PERT, let's set the conditions for its applicability. In the case

of program development, major and subordinate objectives must be identified in order to accomplish the overall objective. The objectives should be stated in clear and measurable terms. Top-down planning should be used. This insures that the program objectives are supported by lower level objectives, that the overall project is integrated and the parts interrelated and that program information can be summarized. (2) After the planning and organizing have been accomplished, the motivation of personnel will be of primary importance. This management step will include communicating project goals, directing assignment of tasks between departments and/or persons providing competent leadership, assessing staff morale and similar activities. Good management involves communications between all levels of management from the main project supervisor down to the line supervisor.

Let us now consider the manner in which the network is actually developed. Each project has a starting time and an ending time with an end result. Between the start and the end date, there is activity which produces the end result. Portrayed graphically, a circle can represent the point in time. An arrow illustrates the work which needs to be done.



In most projects, between the start and the end date are dozens or even hundreds of activities which are necessary. These activities must be placed in the sequence in which they occur. The basic PERT network shows the interrelationships and interdependencies of these activities. Once we determine the activity, we identify those activities which are necessary to complete the project. We then identify those activities which are supportive of these critical steps. An example of the PERT chart used at Moraine Valley Community College is shown to illustrate these points.

One of the greater problems of developing a PERT chart for your development program will be the identification of necessary tasks. At Moraine Valley it took about a year to chart our tasks. Organization changes, identification of job responsibilities and changes in state procedures slowed progress.

Although a sequence shows what must be done and in what order, it is important to know how long the project will take. Time estimates are necessary. The individual responsible for the project should appoint a manager for the project or take this responsibility himself. The immediate task is to share the developed network with those responsible for all activities and to get their input and cooperation. Once the chart is agreed upon, you must ask, "How long will this activity take?" Each one of the paths on the PERT network will take an estimated length of time.

In some texts the time to pursue the longest path is called the critical path. If the activities in the network all consume the estimated time, the activities in the critical path alone will determine how long the project takes. To us at Moraine Valley, the critical path includes those activities which must take place for the project to continue.

In either example, how does one obtain the estimated time on these critical paths? In an over-simplified form the individuals assisting in each of the activities are asked to estimate the optimistic time, the pessimistic time and the most likely time which will be needed under normal conditions to complete the task. Through a series of formulae, the approximate time to

complete the task can be determined (1, 2, 3). Once these probability aspects are determined, re-planning, reassessment and evaluation prior to a finalization of the plan can take place. To overcome an undesirable probability and slack condition, certain established generalized procedures may be used to re-plan the entire network. They are (1) removal of plan constraints, (2) incorporation of parallel activities, (3) elimination of activities, (4) re-allocation of resources, (5) re-definition of activities. The activity time estimates must not be shortened or revised arbitrarily to meet the scheduled or directed date. Such a procedure would invalidate PERT.

To design a complete PERT chart suited for you or to provide a path for anyone to copy is not the purpose of this paper. However, the intent to which MVCC has utilized PERT is shown here. Presently, we are re-examining our time allotments to determine the network's time perimeters in this establishment process. The network itself has been used extensively.

In summary, the applicability of PERT is positive. In the short time that we have used PERT at MVCC, we have identified the steps necessary to complete our developmental objectives, and we have been increasingly aware of the need for prior planning. It has helped us identify to staff members the time requirements for initiating new programs. Also, we have organized our plan to include certain procedures and criteria for going from one step to another so that the flow will be smooth and understandable, while attaching accountability for the completion of tasks.

Because of certain governmental restrictions, internal changes, etc., networks will have to be revised constantly. Once they are "finalized," the form of the occupational program may be changed immediately by incorporation of any new activity or modification.

Because the actual resources, both human and fiscal, have finite limitations, it is imperative that educational institutions put program selection and development on a rational basis, utilizing a system that permits comparison of expectations for the future. Therefore, as a possibility of aid in such planning, let me urge you to examine the literature available on the utilization of PERT. It will assist you in your planning and development, as it is now assisting us in the evaluation of potential and existing programs. PERT should not be considered as a cure-all, but if it is used as a vehicle to assist in the development of programs I think that you will find it valuable.

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MORAINE VALLEY COMMUNITY COLLEGE

F = Form
M = Method

PROGRAM EVALUATION AND REVIEW TECHNIQUE CHART FOR DEVELOPING A NEW PROGRAM

	ACCOUNTABILITY From	ACCOUNTABILITY To	ACTIVITY	INSTRUMENT OR METHOD
1.	Anyone	Program Director	Submit Program possibility	F Suggestion for a Career Program
2.	Anyone	Program Director	The completed form referred to Instructional Programs & the proposal developed.	M Procedures for Program Development
3.	Program Director	Director of Research	Supporting evidence requested.	F Initial Request for Supportive Evidence
4.	Program Director	Dean of Instruction	Dean gives go-ahead based upon preliminary proposals as submitted by Instructional Program area.	F Preliminary Proposal for Development of a New Program
5.	Dean of instruction	Director of Research	Additional data collected; order in-depth study.	F Request for Specific Evidence of Program Viability
6.	Director of Research	Program Director	In-depth study completed & made available.	F In-depth Study (Format to be Developed)
7.	Anyone	Program Director	Advisory committee possibilities are investigated and selection begins.	M Criteria for the Selection of Advisory Committees
8.	Program Director	Dean of Instruction	Advisory committee meetings held & data is submitted.	M Approved Agenda & Minutes
9.	Program Director	Dean of Instruction	All data is reviewed by Dean of Instruction and the President. Program approval & priorities are established.	F Evaluation of Program Priorities

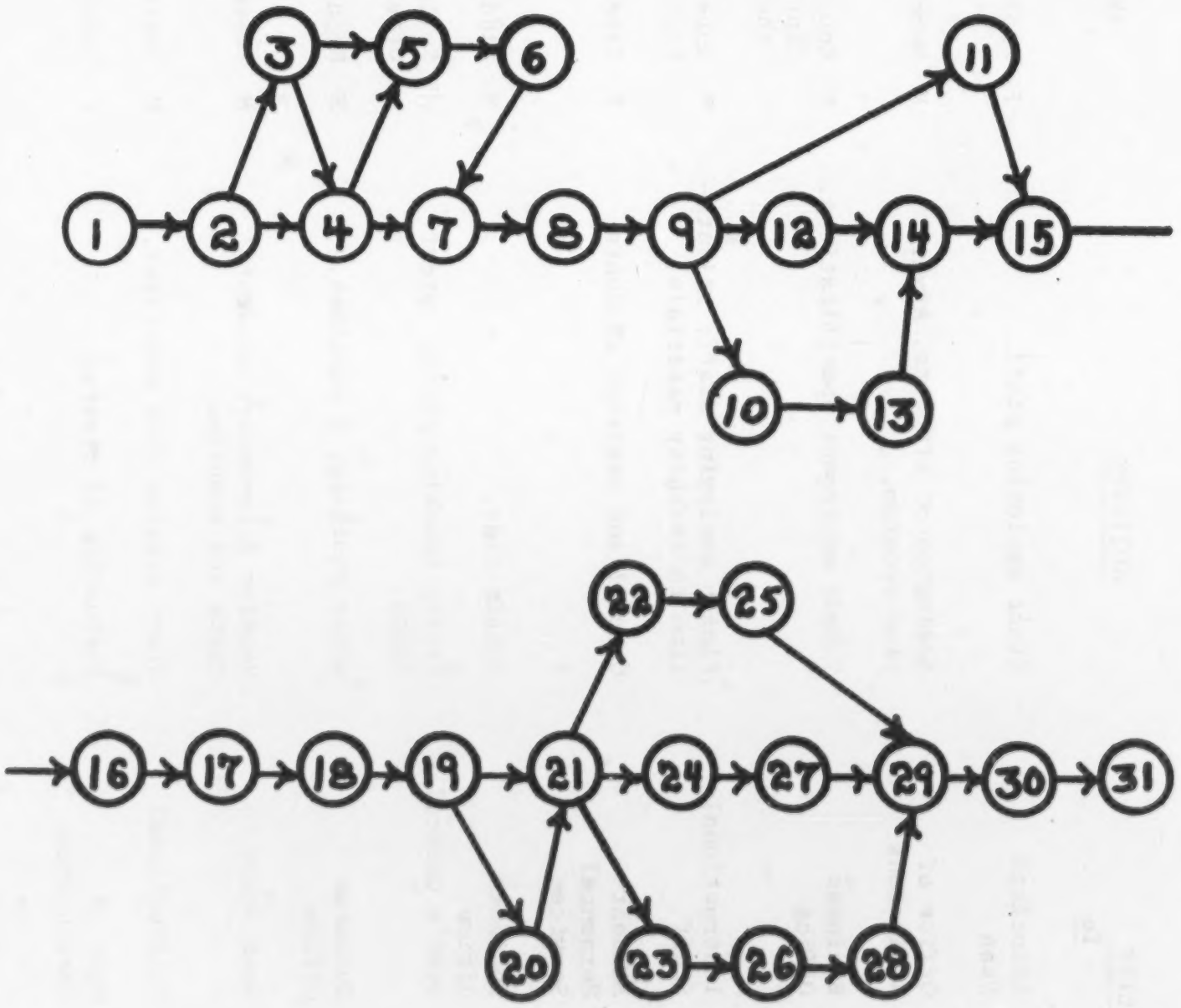
	ACCOUNTABILITY From	To	ACTIVITY		INSTRUMENT OR METHOD
10.	Dean of Instruction	Program Director	Form 7 submitted through IJCB.	F	IJCB Form 7
11.	Program Director	Dean of Instruction	Budget prepared.	F	Budget Request (to be developed by the Business Manager)
12.	Advisory Committee	Program Director	Educational Specifications are established	M	Strategy for the obtaining of Educational Specifications.
13.	Program Director	Professional Organization	Professional recognition (if necessary)	F	Professional Recognition (as needed)
14.	Various Sources	Program Directors	Ascertain measurable program objectives based upon Educational Specifications.	M	Format for the Development of Measurable Objectives (to be developed by Director of Research
15.	Program Directors	Academic Council	Review by Academic Council Dean of Instruction approves for implementation	F	Evaluating Procedure for Implementing a New Program
16.	Dean of Instruction	President	President and Board approve program.	M	Budget and other considerations
17.	Program Director	Coordinators Contracted Specialist Assoc. Deans	Develop learning experiences by unit objectives to implement program objectives	M	Format for the Implementation of Measurable Objectives into Learning Experiences.
18.	Instructional Staff	Program Directors	Learning experiences reviewed by Program Director in light of objectives. Form 9 is prepared.	F	Comparison of Learning Experiences with Established Program Objectives
19.	Program Director	IJCB	Form 9 approved by Illinois Junior College Board and Board of Higher Education	M	Approval Procedures
20.	IJCB	B.V.E.R.	Board of Vocational Education & Rehabilitation approval	M	Approval Procedures

	ACCOUNTABILITY From	To	ACTIVITY	INSTRUMENT OR METHOD
21.	Dean of Instruction	Associate Dean	Start employing staff.	F Application for employment
22.	Dean of Instruction	Office of Admissions	Admission of students. Advertise program.	M Memo
23.	Dean of Instruction	Business Office	Submit equipment specifications.	M Equipment Specifications (Format to be developed by the Business Office)
24.	Associate Deans	Instructional Staff	Finish employing staff; orientation to teaching materials.	M Interview & Orientation Procedures.
25.		Student Personnel Services	Counsel and register students.	F Career Plan
26.		Business Office	Obtain bids.	M Bidding Procedure
27.	Instructional Staff	Dean's Council	Finish teaching plans; order texts.	MF Syllabus Format & Textbook Order Form
28.	Dean's Council	Business Office	Order equipment & supplies.	F Requisitions
29.		Book Store	Receive & inventory students' texts and supplies.	M Inventory
30.		Instructional	Start program with enrollees.	M Instructional Experiences.
31.	Program Directors	Dean of Instruction	Evaluation of program.	F Program Evaluation Form

MORAINE VALLEY COMMUNITY COLLEGE

P.E.R.T.

PROGRAM EVALUATION AND REVIEW TECHNIQUE



STUDENT SERVICES AND THE

ILLINOIS JUNIOR COLLEGE BOARD

Dr. G. Robert Darnes
Associate Secretary
Illinois Junior College Board

I suppose the best way to describe the purpose of my presentation this morning is to identify it as the target for target practice. I only say that in jest, but I have been asked to give a brief description of my observations of the Illinois Junior College Act as it relates to student personnel services, my observation of the effort made by the office of the Illinois Junior College Board in the area of student services, and then to have these observations discussed by two reactors as well as those in the audience. This I will try to do.

Counseling and student services permeate the Illinois Junior College Act. One easily recognizes that this, coupled with financial support, may be two of the strongest ingredients necessary to guarantee success of the statewide system of public junior colleges. It was through Section 3-17 of the Illinois Junior College Act that I "volunteered" to represent this area on our staff. As you know, that act reads as follows:

> 3-17. The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college...

Since baccalaureate-oriented curricula require this counseling and testing, then it necessarily becomes part of the curriculum approval process. It has always been my thesis that if the law mandates an institution to do something, then research should be completed to determine how well that something is being done. The law states that students are to be admitted to programs "according to their interests and abilities". I wonder how well this is being done. Not only do I wonder how well it is being done institutionwise, but statewise. Several colleges have tried to evaluate their effort, but not many. Do students entering college transfer programs in junior colleges have similar abilities

to those entering the same programs in senior institutions? The law says that they should. I have tried to collect data on this matter, but much more needs to be done. If studies of this type are in the area of student personnel services on a college campus, they should be in the same area in the office of the Illinois Junior College Board.

What about the part-time student? Neither the law nor the Standards and Criteria makes any distinction between part-time or full-time students as far as counseling is concerned. I can tell you that many junior colleges make a distinction. The distinction is that the part-time student receives very little if any counseling or testing. Here is an area in need of study and collection of data. Up to this date, with such a limited staff, we haven't had the time.

You in the audience may or may not know that the office of the Illinois Junior College Board has recognized for some time the need of a staff person in student personnel services. Funds for that position were requested eighteen months ago, but because of budget limitations, the office was unable to secure another person. This position was approved for this year, and Mr. Don Mortvedt, a friend and acquaintance of all of us, has been employed to fill that position. He is now serving on a consulting basis, and will assume full-time employment beginning February 1.

As Mr. Mortvedt assumes his role in our office, I am sure that there will be a very close relationship between many of his activities and many of the duties of the curriculum committee of our staff. Before proceeding further, I want to publicly thank all of the student personnel officers in the junior colleges throughout the state. You folks have given to me excellent cooperation during the past four years. It has been a joy working with you and I know that you join with us in welcoming Mr. Mortvedt to this position.

Now what has the Illinois Junior College Board said about counseling and student services? As you know, the law empowers the Junior College Board to develop guidelines to carry out the duties and responsibilities assigned to it. This the board has done and has published what we call "Standards and Criteria for the Evaluation of Junior Colleges". May I quote what it says concerning the student personnel program:

STUDENT PERSONNEL PROGRAM

Student Personnel Employees

Student personnel work should be organized and coordinated by a staff member who is qualified through major educational emphasis in this area. Persons with the title of and/or duties defined by such titles as Vice-President or Dean of Student Personnel Services, Dean of Students, Counselor, Director of Student Activities, Director of Financial Aids, Director of Testing, Registrar, Placement Officer, Admissions Officer, Director of Student Housing, and Director of Athletics should be included within the organized student personnel program.

Counseling

The College should have a well-planned and organized program for counseling of students by counselors who are qualified in this area. The number of qualified counseling personnel should be sufficient to meet the needs of a student body characterized by wide diversity of interests and abilities. The number of supportive personnel serving in this function will be reflected in the ratio of F.T.E. students to F.T.E. professional staff.

Faculty advisors should be provided with an organized program of in-service education for their advisement function.

Counseling services should include pre-admission and admission counseling to assist the student in selecting curricula and courses which are suitable for his vocational and educational goals and compatible with his ability level. Counseling should seek to bring the student to a better understanding of his abilities, achievements and interests including the use of tests and the interpretation of the results. Personal counseling and academic advisement should be available to every student enrolled in the college.

Placement

The college should provide an active placement service for its students. This would require a clearing house for information concerning vocational opportunities for employment oriented students and programs offered by the four-year institutions for transfer students.

Follow-up

Every college should be actively engaged in follow-up studies of its students. Such studies should include the students who complete occupation oriented programs, the transfer students and those who do not complete any program at the college. The information gained from such studies should be available to the faculty, the administration and the student personnel staff for the development of a more effective educational program. Follow-up data should be available to the State Board and other approved agencies for purposes of aiding statewide planning, research and study.

Let us examine what the Board has said. How do you define a well-planned and organized program for the counseling of students? Do you take the college president's idea? Do you take the counselor's idea? What about the student? Can he or she help define a well-planned and

organized counseling program? I am not sure that all of your Board of Trustees members would agree on a good counseling program. I am not sure that all of the staff of the Illinois Junior College Board have been in agreement on the definition of a good counseling program. I am not sure that all members of the Illinois Junior College Board are in agreement. I am not sure that the staff of the Illinois Board of Higher Education or the members of the Legislature are in agreement. Should it be based on a ratio of counselor to F.T.E. student, or possibly on a ratio to headcount? What is the proper relationship of faculty advising to counseling? Is there any conflict in case of limited funds in the faculty wanting the money to go for instruction and faculty salaries and very little for counseling? Do faculty members always see their role in faculty advising as part of their duties or do they want extra compensation or leave it all up to Student Services? There is need for much study, blending of opinions, publicity and followup studies to collect data for answers. We may never secure answers acceptable to everyone.

We haven't scratched the surface on student placement. You have no idea how valuable statewide data on student placement, employment opportunities would be in determining the need for approval of additional curricula. There will need to be very close cooperation within our office on this topic. We have done little research to determine the number of junior college students who do not graduate but who accept employment upon limited training in a junior college. We need a lot of facts and figures to tell our story. Our story needs to be told.

What are the best indicators to tell the recognition team that the college has a good student personnel program? Where will student services stop and educational research begin? Not only our office but many colleges need to define that one - at least to a workable solution. All of us need research on which to make judgments and decisions - the question many times is "who does it?"

It takes little thought to determine that this is a tremendous job. It can't all be done. First, I assume that the student personnel associate secretary would serve as a consultant, resource person for the junior colleges. Second, I would assume that he would work with the colleges in developing minimum research projects, collecting of good data to tell our story to the people both in each district and in the state. I am sure that Mr. Mortvedt will need a very close relationship between his office and our research officer.

To this date the associate secretary in charge of research for the Illinois Junior College Board has dealt primarily with finance and building funds. Clear guidelines between responsibilities of this officer, student personnel and members of the staff curriculum committee will need to be defined. We are now approaching the stage in junior college development when educational research as related to student characteristics and curriculum is more important than ever before.

The Illinois Junior College Board has never identified the minimum amount of data on each student which should be kept by every junior college to support statewide research. I am sure that Don will be working with junior college personnel in identifying some of these items.

During the past four years I have represented our office on the Illinois Testing Commission, Advisory Committee to College Entrance Examination Board, ACT, Illinois Guidance and Personnel Association, IACRO and other organizations. I have addressed all of these groups on numerous occasions. I suppose Mr. Mortvedt will assume many of these liaison responsibilities.

Section 102-10 of our Act states that:

> The State Board shall make a thorough, comprehensive and continuous study of the status of junior college education, its problems, needs for improvement, and projected developments and shall make a detailed report thereof to the General Assembly not later than March 1 of each odd numbered year and shall submit recommendations for such legislation as it deems necessary.

This report has been made; however I am not sure that it was as complete as it should have been. I believe there should be developed an extra dimension in the reporting of student personnel services.

Our Act also says in Section 102-12 (c):

> To cooperate with the junior colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities and any other problem of junior college education.

Certainly here is an area for expanded study and coordination.

As many of you know, I have tried to provide the leadership for articulation conferences. Section 102-11 states:

> The State Board in cooperation with the four-year colleges is empowered to develop articulation procedures to the end that maximum freedom of transfer among junior colleges and between junior colleges and degree-granting institutions be available, and consistent with minimum admission policies established by the Board of Higher Education.

Articulation problems are involved almost as much with admissions as with curriculum. Mr. Mortvedt will find many opportunities to help smooth the transition process for junior college transfer students.

I believe one of the areas in which this staff person can make a contribution is in providing the leadership and the so-called "leg work" to help jell a philosophy of student personnel services. There may be a junior college president or two who could use a "refresher course". There is much that our office could do in collecting data that would assist senior institutions in developing more effective graduate training programs for future junior college student personnel staff. We have many fine practitioners in this state on selected junior college campuses. There is a wealth of information that should be welded together and distributed to each college.

It has been the position of the Illinois Junior College Board that articulation between junior colleges and high schools is just as important as between junior colleges and senior colleges; however, it has also been the position of the Illinois Junior College Board that the place for this articulation is between the junior college and high schools within its district. I developed a profile on this effort last year, but our office could do more. I am sure Mr. Mortvedt will want to serve as a resource person to many junior college-high school articulation conferences. There is a wealth of ideas and data that could be assembled and distributed to our institutions.

It takes a lot of nerve to give a talk like this and I will tell you why. I have been asked to give a copy of my talk to both Dr. Wellman and Mr. Mortvedt in advance of this meeting. It is my understanding that they are going to react to these remarks. Do you know what it is like to have your boss and a colleague react to your talk? I have purposely tried to make this talk a keynote type - to set the stage. Also, I wanted it short because we want reactions from you people in the audience. I know these will be valued highly by Mr. Mortvedt as he develops his new position. I invite both Dr. Wellman, Mr. Mortvedt and you from the audience to be as candid as you wish in these reactions. Much of this talk represents personal observations and they may or may not be good observations; however, I have tried to open up for discussion the role of the student personnel officer, the Illinois Junior College Board, and the Illinois Public Junior Colleges.

WORKING WITH OCCUPATIONAL STUDENTS

Lawrence N. Dukes
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The subject of my remarks, "Working with Occupational Students", carries the implied assumption that somehow occupational students at a community college are different from students enrolled in the traditional college parallel programs. The commonly held stereotype of the occupational student, which is probably an outgrowth of the conception of the high school vocational student, seems to be that he is a male who probably didn't do very well in high school and who is now preparing for entry into a blue collar job. Before moving into the area of specific student personnel programs at Waubonsee, designed to help us work more effectively with this type of student, it seems appropriate to determine exactly who we are talking about when we use the term "occupational student" and how well the stereotype fits.

Of the seventeen programs presently offered at Waubonsee which lead to either a certificate or an associate in applied science degree, only four could be clearly labeled as leading to blue collar employment. It should also be pointed out that the ratio of females to males in these programs is considerably higher than that same ratio for transfer students. This is primarily the result of large enrollments in the secretarial science and nursing programs which have been traditionally dominated by women.

Last fall the American College Testing Program (ACT) did a comparative study of transfer and vocational students for the community colleges in Illinois. Partial results are summarized in the following tables. Please note that these results are only for Waubonsee Community College and may not be applicable to other community colleges, although I suspect the variation would not be great. Table 1 clearly indicates that significant differences do exist between male transfer students and male occupational students. The differences between women in the two areas are generally not significant.

High school grades, as reported in Table II, indicate that differences between male students in the two programs are significant while the differences between females are minimal. Overall this aspect of the ACT comparative study substantiates real differences in the academic backgrounds of male students in the two program areas while also affirming the similarity of background among the females.

In addition to the academic information provided by the ACT study, the college also has results of the Edwards Personal Preference Schedule for eighty-four of our occupational students, compiled over the last two years. This test is based on fifteen personality variables with each variable being paired with every other variable twice. The student has a choice of two statements,

TABLE I. ACT Means and Standard Deviations

		Men		Women		Total	
		Transfer	Vocational	Transfer	Vocational	Transfer	Vocational
English	- M	18.2	15.5	19.2	18.4	18.6	16.8
	- SD	4.7	4.9	4.5	4.9	4.7	5.1
Math	- M	21.5	18.6	18.9	19.6	20.5	19.1
	- SD	5.5	6.5	5.1	6.2	5.5	6.4
Social Science	- M	20.2	17.1	17.8	18.1	19.3	17.5
	- SD	5.9	6.5	5.9	5.9	6.0	6.3
Natural Science	- M	21.7	18.5	19.2	18.9	20.8	18.6
	- SD	5.4	5.3	5.1	4.7	5.5	5.1
Composite	- M	20.5	17.6	18.9	18.8	19.9	18.1
	- SD	4.4	4.7	4.1	4.4	4.4	4.6
Number Students		126	81	80	65	206	146

TABLE II. High School Grades

A. Men (in percentages)

	English		Math		Social Science		Natural Science	
	T	V	T	V	T	V	T	V
A	6	3	3	4	5	4	3	0
B	46	25	26	16	45	24	32	19
C	41	43	43	48	39	53	43	46
D	7	30	18	26	5	15	15	23
F	0	0	7	4	0	0	0	1
Not taken	0	0	4	3	6	5	9	10
Mean	2.51	2.00	2.02	1.90	2.54	2.17	2.25	1.93
Standard Deviation	.71	.81	.93	.86	.68	.73	.76	.72
Number Students	121	80	120	80	121	80	120	78

TABLE II. High School Grades (continued)

B. Women (in percentages)

	English		Math		Social Science		Natural Science	
	T	V	T	V	T	V	T	V
A	9	8	4	8	8	9	3	3
B	63	54	30	27	46	39	28	31
C	28	35	38	37	39	42	46	41
D	1	3	21	22	0	2	8	13
F	0	0	1	3	1	0	0	0
Not taken	0	0	6	3	6	8	16	13
Mean	2.79	2.66	2.15	2.15	2.63	2.61	2.30	2.29
Standard Deviation	.61	.66	.86	.97	.69	.69	.67	.75
Number Students	80	65	80	63	80	64	79	64

C. High School Average (in percentages)

	Men		Women		Total	
	T	V	T	V	T	V
3.5 - 4.0	2	0	1	5	2	2
2.5 - 3.4	42	23	57	41	48	31
1.5 - 2.4	56	64	41	52	50	59
.5 - 1.4	1	13	0	2	1	8
.0 - .4	0	0	0	0	0	0
Mean	2.32	2.00	2.49	2.43	2.39	2.19
Standard Deviation	.49	.53	.46	.53	.49	.57
Number Students	115	77	75	61	190	138

each representing a personality variable and he is to pick the statement which is most characteristic of himself. At this point the scores represent a comparison with a general sample of college students and not a comparison with other junior college students. The results are, nonetheless, somewhat revealing. Among our occupational students the highest score for both males and females was in "abasement", a personality variable characterized by statements such as, "to feel guilty when one does something wrong, to accept blame when things do not go right, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects." The lowest score for these students (both males and females) was in "dominance", which is characterized by statements such as, "to argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to supervise and direct the actions of others". Without going into great detail about the results, it appears evident that the self-concept of these occupational students leaves much to be desired and should certainly be an area of concern to community college counselors.

With this perspective of the occupational student I would like to deal with our approach to working with occupational students. Some time ago the National Vocational Guidance Association defined vocational guidance as "the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it." The community college faces a somewhat unique problem in attempting to provide vocational guidance for occupational students. These students have already committed themselves to an occupational choice and yet, in many instances, they have had limited exposure to the occupation. It would then seem appropriate in the first semester of their college experience to help them in making a definite commitment to their career program or in changing that program as early as possible. In too many cases these students are not aware of the opportunities for discussing their vocational choice with a trained professional or they are unwilling to take the necessary action to contact one. This may be the result of a feeling of second class citizenship stemming from their failure to follow a traditional college bound curriculum during high school, but regardless of the cause they seem less inclined to seek out counselors than the transfer oriented students. An additional concern centers on preparing the occupational students for effective job placement upon graduating.

At Waubonsee Community College the counseling department has attempted to deal with these problems through the establishment of a required course, Employment Orientation. The purpose of this course is twofold: first, it seeks to help the student explore essential information relating to the job market for his tentatively chosen career and, secondly, it attempts to establish close ties between the occupational students and the student services, particularly counseling, available to them.

Meeting the first objective involved a study of the economy as it relates to job trends and opportunities, a study of the psychology of job success, and a look into job seeking and interviewing techniques. The placement service of the college was also fully explained during the study of job seeking and interviewing. The only required paper was a comprehensive occupational study of the job for which the student was preparing. This involved extensive use of occupational materials and government publications,

most of which were maintained in the counseling suite. While the traditional classroom setting was suitable for this aspect of the course, it was not viewed as adequate for establishing the kind of student-counselor relationship that was desired. Fortunately, the course met twice weekly and was structured in such a way that it was possible to split the group in half with each half meeting in a small group setting. This occurred midway through the semester.

As the groups developed, many concerns not directly related to occupational matters were discussed. This, in turn, led to a considerable amount of individual counseling on a wide range of subjects. The individual counseling was further encouraged by providing the opportunity for the students to take several different kinds of inventories and tests, interpreting the results and advising them of the availability of still other measuring devices.

While it is difficult to evaluate the effectiveness of the course, several conclusions were possible:

1. The students involved did come to know the vocational counselor quite well and did come in for conferences. Of the forty-five students enrolled in the two sections of the course, they averaged just under three voluntary individual interviews per student.

2. Three of the forty-five students changed curriculums at the end of the semester after discussing their plans with the vocational counselor.

3. Feedback from students regarding the course was favorable. They seemed to feel it was valuable to them both in terms of job information and as a preparation for job seeking. They also appreciated the opportunity to discuss various concerns among their peers.

4. Almost as a bonus item, it became increasingly apparent that the course was serving as a catalyst in expanding communication between the instructors of the occupational programs and the vocational counselor. The students had been encouraged to seek information for their occupational study from their instructors and this, in turn, had led to a certain interest on the part of the instructors. They were stimulated to inspect the occupational information in the counseling suite for their area and to make appropriate suggestions. This actually became a department project and was of significant value in improving the occupational materials available to the students.

In addition to the counseling contact and classroom relationship, it was evident that students enjoyed seeing the vocational counselor in their classroom areas. They seemed to view this as an indication of genuine interest in them. It is definitely of value for the vocational counselor to be involved in many aspects of the occupational program including such things as advisory committee meetings, department meetings, placement activities, and the campus visitation program for interested potential students.

The placement service, working hand-in-hand with the vocational counselor, tried to provide work experience which would supplement the formal education the student was receiving. To the extent possible we try to find suitable part-time jobs which are closely related to the student's major field of study. The same effort is made for summer employment. This is viewed as being an extension of the vocational guidance effort. The student will hopefully be learning his chosen field through the instructional program, studying and discussing it with a trained vocational counselor, and obtaining related work experience all at the same time. This, we believe, provides a firm basis for sound vocational decision making.

STUDENT ACTIVISM AND THE COMMUNITY COLLEGE

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INTRODUCTION

In recent years the news media have presented a panorama of student activity; usually, the view has exposed the violent side of students. The college and university campuses are no longer considered as quiet market places of intellectual ideas, but they are looked upon as potential settings for confrontations, demonstrations, and active involvement of students in the ongoing process of education and administration. Student activism is a complex phenomenon, and it is difficult to recognize the courses of discontent among students whether the issue be ethical, social, idealogical, or political in nature.

In four-year colleges and universities the number of activists would represent only a small fraction of the student body; however, what they lack in numbers the activists make up in organization, aggressiveness, and strategy (11:5). Sobel says that the great majority of students are not protesters and most of the students are happy just to get through college (22:155). The great majority of students, however, do not get the publicity. In fact, it appears that the students who do gain recognition are the few extreme activists who are affiliated with organizations like the Free Speech Movement at Berkeley, Students for a Democratic Society, and those who hold a Marxist doctrine. The moderate activists and the reformers often go unnoticed by the press.

The Problem and Its Significance. The problem of student activism in the community college is significant to Boards of Education, administrators, faculty, as well as counselors and others who work in Student Personnel Services. Student unrest is seemingly feared by all; the news media have well illustrated what may happen to any college or university when students become militantly activated. Counselors are in a crucial and unique position regarding student unrest and activism; they are considered sounding boards through which voices of conflict may express themselves. Therefore, it is important that counselors maintain contact with the main stream of student thought in order to effectively interpret the real issues when student unrest occurs (20:10-11).

It is generally recognized that the community colleges have not experienced the student activism associated with four-year colleges and universities (24:80). Lombardi claims (11:10-11) that community colleges have had only moderate experiences of student activism. In his study, he

cites examples of those which have occurred only in California. He lists such activities as disruption of cafeterias by card-playing students, students armed with knives and guns, demands for black instructors, demands for curriculum changes, etc. Though these activities are disturbing, yet they have not disrupted the college program.

Research on student activism in the community colleges is almost non-existent. Lombardi decries (11:2) the absence of studies in this particular area. In his own study of this topic, Lombardi had to rely primarily on reports and descriptions of activism in four-year colleges and universities.

This discussion will focus on two areas pertinent to student activism, mainly: (1) what are the explanations for limited or moderate student activism on community college campuses, and (2) if the potential for student activism is occurring in the community colleges, what are the alternatives to be considered?

A reliance on descriptive research was found necessary in order to investigate the above questions. This involved a comparison of data describing the kinds of educational settings where militant student activism has occurred with data describing the educational setting of community colleges; and a comparison of the backgrounds and personalities of student activists with the characteristics of community college students. A content analysis of the writings which relate to the activities and interests of community college students was also employed.

Definition of Terms. For the purpose of this discussion student dissent refers to the phenomenon of youth disagreeing with the established idealogy, practices, and governance of the institution of which he is a part. Dissent is an attitude which is characterized by negativism and criticism toward the establishment, and it can be manifested through activist organizations. Flacks lists (4:74-76) several themes of dissenting college youth; these themes include the following characteristics: (1) a strong dislike for centralized decision-making, (2) a belief in direct participation in the making of decisions by those affected by them, (3) a critical pronouncement against the older generation as being hypocritical or failing to live up to professed ideals, (4) a strong emphasis upon direct contact between students and faculty, and an emphasis upon the campus being like a community, and (5) a distrust of conventional roles found in the professions, industry, and politics. Permeating these characteristics of the dissenting youth is an aspiration for self-expression and not being bound by constraints.

Student activism is related to the involvement of students in protests and opposition to the establishment or institution. Activism is dissent put into action. Confusion arises in defining the term because there are many degrees of activism. A distinction has to be made between the young people who want to work nonviolently within the system to effect changes and the youth who feel it is necessary to destroy the system before some better system can be constructed.

Knott says (10:166-167) that student activists should be distinguished

from the "drop-outs" in our society; they are not hippies who are trying to develop a counter or alternative culture. Student activists are those youth who still maintain their status as students while seeking to change the dominant culture. While there are varying degrees of activism to be found among students, the word has often embodied connotations of subversion and violence. Students who rate high in social service activities but low in protest activites are often referred to as constructionists rather than activists.

EXPLANATIONS FOR MODERATE STUDENT ACTIVISM IN THE COMMUNITY COLLEGE

Community colleges have generally escaped the protests and confrontations which have been the experience of several colleges and universities throughout the United States. Wilson stated that the community colleges have been exempted from student activism for several reasons: (1) community colleges are relatively new to the field of higher education, (2) they have placed emphasis on student-centeredness, and (3) they have not emulated the four-year colleges and universities to the extent that students find the same organizational structure of these institutions in the community college setting. Wilson claims, however, that if the community colleges seek to emulate and aspire to the same goals as the four-year schools they can expect to experience growing student unrest and disobedience (24:80).

Relationship with the community. One of the goals of student activists in university settings is usually a realization in the community college environment. Student activists often emphasize that the campus should be community-minded (4:90). One of the outstanding features of the community college is its goal of service to the community. Carl B. Stokes, in an address given at the AAJC Convention, said that the community college is in some measure a reaction against the traditional noninvolvement of universities in the affairs of their communities (23:21).

In a recent article, Goodrich outlined (7:28) how community colleges are creating community awareness through inreach and outreach programs. Merritt and Laney Colleges, Oakland, California, have demonstrated supportive activities which focus on the needs peculiar to minority programs; these include such provisions as: (1) free food and books to the students in need, (2) on-campus apprenticeship programs to minority group students, (3) the development of tutorial programs, and (4) utilizing students to work as counselor-aides.

The Community College of Baltimore illustrates a broad undertaking of outreach programs which include: (1) an off-campus recruiting program that seeks underprivilege high school students, drop-outs, and adults, (2) a special human relations workshop, and (3) a summer sports clinic which teaches skill to inner city youth (7:29).

The above examples of outreach and inreach programs in order to help the disadvantaged, no doubt, concord with concepts of economic justice and

values of brotherhood to which protest-prone students are often committed. Humanitarianism is strongly related to activism (4:90), and it appears that community colleges qualify as institutions that are committed to social concern and social action.

Concern for the Students. Student activists complain that the university faculty members are impersonal, and the students feel alienated in the bureaucratic structure of the university (4:74). Sampson and Korn (19:105-115) have depicted the freshman arriving at a university with feelings of threat and distress because he no longer has the immediate support of family and community. In the face of powerlessness and a sense of anonymity, the student may easily identify with some peer group who will give a sense of belonging. He identifies with the group's values even though they may be in conflict with his. The assumption is made, by Sampson and Korn, that a considerable part of student unrest and stress is due to a discrepancy between what the student expected out of college and what he is realizing from the institution. The student finds disappointment in the hopes for an intimate contact with faculty and peers, for a sense of community, and for deep interpersonal communication within the collegiate setting.

The community college student who resides at home does not experience the emotional effects of leaving family and community. Typically, community college students "still go home at night just as they did in high school" (6:16). One of the reasons most frequently offered for attending a community college is to be close to home (25:186). The community college student is still a part of his family and community, and, therefore, does not suffer the alienation that is often experienced by students who leave home to attend college.

In addition to the security of family and community, the community college student can experience a close relationship with most of the faculty. The community college teacher is characterized as being student-centered rather than subject-centered. Research indicates that the typical community college teacher gladly works with a wide range of abilities, and he usually maintains an open-office policy. (6:16-18)

Mayhew stated (12:3-4) that in the four-year colleges and universities the faculty are sometimes looked upon as the real enemy of students. While the administration may seek to plan relevant and innovative education, the faculty members may resist change because it threatens their style and interests. A considerable amount of the trouble at San Francisco State College in 1968 and 1969 arose because departments controlled positions and refused the appointment of people to work with black admissions and black studies (12:4).

Most community colleges are institutions largely without tradition, and it appears that because of their newness they seek to do something bette. with freshman-sophomore teaching. Garrison maintained (6:20-21) that community college is innovative because it realizes the older patterns instruction are inappropriate to the present situation. Lombardi felt (1... that counseling and guidance services of community colleges are contributing

factors, also, in the milder activism; these services help the student to feel he has an identity, and they help him to adjust to the new environment of the school.

Characteristics of the Students. It is difficult to present a composite picture of the community college student; the diversity of programs draw students of varied abilities and goals. Wisgowski says (25:184) "the junior college student represents the full range of characteristics of the American college student." However, research indicates that the so-called typical community college student stands in contrast to the description of student activists on university campuses.

Student activists tend to be at the top of their high school class; very few are recruited from among the low achievers (10:77). A characteristic of the student activist is the inability to decide upon a career, most career choices in the professions mean giving up leading "a free life." The activist student is idealistic and not practical-minded (19:126). He rates high in such areas as leadership, self-confidence, independence, and originality. In comparison with "practical-minded" students the activist demonstrates the most independence from family and the most humanitarian attitudes toward work (19:41-43).

In contrast to the above characteristics of the student activist, the community college student has a practical orientation to life, and he looks forward to goals in the world of conventional work or professions. Cross (2:51-52) says the community college student does not rate high in humanitarian values, and he demonstrates less confidence in his abilities. Whereas the student activist has a high school record of academic success, the community college student is frequently one who has a record of poor academic achievement in his past (1:114).

While the activists are characterized by independence from family, the community college student is a commuter who has usually retained family and neighborhood interests. It has been estimated (3:22) that 50-75 percent of community college students work part time. With the demands of study, work, commuting, family and neighborhood interests, he usually does not have the time to become involved in college activities. Research indicates (11:6) that students who live in dormitories are more prone toward activism than commuting students.

The family backgrounds of the typical activist and the community college student also differ. The activist is usually of middle-and/or upper-class origin, has a father who probably completed college, and a mother who has had some college (10:168-169). On the other hand, the majority of community college students come from the lower and lower-middle classes, and there are many who attend the community college due to the financial inability to attend any four-year college (1:60). Whereas the activist's parents had collegiate backgrounds, one study of incoming community college students showed that about one-third of the fathers had education beyond high school and about one-fourth of the mothers had not completed high school (16:178).

Available studies (10:176) tend to indicate that student activism occurs at the more highly selective colleges and universities; activists usually select schools that are oriented toward liberal arts experiences. On the other hand, Cross claims (2:50) community college students do not seek an intellectual atmosphere; they perceive their colleges in a practical perspective with a low emphasis on scholarship.

ALTERNATIVES TO ACTIVISM

Students' dissent in the community colleges differ from one college to another. McCord has cited (14:31-33) two main areas of students' complaints in community colleges. One area is concerned with student participation in institutional decision-making; the other area pertains to the relevancy of education to the student. He felt that without serious consideration of these factors the community colleges will have to buy "lots of earthquake insurance".

Student Involvement. Freedman claimed (5:188), "if students are brought into the Establishment, they are not likely to press their case so forcibly as when they were on the outside." Students indicate a loss of freedom because of the bureaucratic structure of community colleges. One study of public junior colleges in the North Central Accrediting Region (13:110-116) demonstrated disagreement between students and administrators over the use of student funds and the administering of student governments. Administrators favored the administrator having the final veto power over student government decisions, whereas the students disagreed with the administrator's veto power. The issue could be a potential problem to public community colleges. In the same study, only 15.5 percent of the public junior colleges allow the student government to have complete responsibility for activity fee expenditures; in more than 25 percent of the junior colleges the student government had no control in determining activity fee expenditures. Students feel it is unfair to charge an activity fee without their having a voice in the use of it.

Lane Community College, Eugene, Oregon,is an example of student participation in the decision making process. Involvement of the students was initiated by the president rather than by the students themselves. This involvement has included the Student Council sponsoring a public question and answer forum for the college's board candidates. Students serve on faculty committees and are allowed to have one vote per student serving. General reflections about student involvement in decision making at Lane Community College indicate that education is more meaningful for the students and contributes to institutional and community growth. (8:42-44)

Learning-oriented systems of instruction are becoming popular in community colleges as forms of individualized instruction and student decision making. The student, through this method, becomes a participant in the selection of objectives, content, and learning experiences of the course. Roueche and Herrscher claimed (18:25) that this active role of students in the learning situation creates a more positive view of the teacher, the

subject, and the college.

Cultural Relevancy. The community colleges generally have incorporated the philosophy that the learner is central, not the things to be learned (24:82). However, there appears to be a gap in terms of faculty and staff understandings and attitudes about culturally disadvantaged students in the educational setting. Goodrich claims (7:26-27) that the community colleges are not successfully meeting the academic and social needs of the racial minorities. He claims that the term "culturally disadvantaged" contains negative overtones; what is often the case is not a minority being culturally disadvantaged but culturally different from the dominant group. Miles says (15:230) that militants often oppose the use of standardized testing as an admission criterion because the tests are culturally biased.

Minorities become involved in frantic efforts to overcome their socio-economic handicaps through education; however, for many of them education does not give parity with whites. Lombardi maintained that the most pressing problem in community college education is the inability to develop instructional programs to help blacks overcome handicaps of birth, culture, previous education, and aptitude. He claimed that the black students are currently the group in the community colleges most likely to explode (11:69).

SUMMARY OF FINDINGS

The intense activism observed in some four-year colleges and universities has not been experienced on the community college campuses. While there has been dissent and expressed dissatisfactions among community college students, the forms have been mild when compared with the radicalism and revolutionary tactics associated with some universities.

Evidence indicates that there are a number of explanations for the moderate activism found on community college campuses. These reasons include interpretations of the structure and function of the educational environment, the philosophical approach to education, and the characteristics of students. In all of these areas the community college seems to differ noticeably from the four-year colleges and universities where radical activism has occurred. This conclusion is supported by the following comparative statements:

1. Whereas the university is often characterized by noninvolvement in social concerns, the community college is recognized as a community-minded institution. Since humanitarianism is strongly associated with activism, the community college actually fulfills some of the goals of "brotherhood" to which activists aspire.

2. Universities are criticized for their impersonal relations to students; part of the unrest and stress of the students is attributed to the alientation he experiences in the large university. In contrast, the community college is "student-centered," and the student usually does not leave family and neighborhood behind when he begins college.

3. Universities are often tradition-bound to the degree that innovative programs cannot be introduced which will help students who cannot cope with the traditional approaches to learning. On the other hand, community colleges are institutions largely without tradition, and are often innovative in their educational approach.

4. On university campuses the student frequently has a sense of anonymity; however, the counseling and guidance services on community college campuses often aid the student to feel he has an identity and adjust to the college environment.

5. The "typical" community college student is different from the "typical" student activist in the following characteristics:

a. Student activists are idealistic and liberal arts oriented; community college students are practical-minded and vocationally and professionally oriented.

b. Student activists are high achievers in high school; community college students frequently have low achievement in high school.

c. Student activists rate high in self-confidence and independence from family; community college students demonstrate less confidence in abilities and are usually involved in family and community interests.

d. Student activists usually live in dormitories; whereas, community college students generally live at home. Research indicates that students who live in dormitories are more prone toward activism than commuting students.

e. The student activist is usually of middle-and/or upper-class origin, while the community college student typically comes from a lower or lower-middle class.

f. The parents of student activists generally have a higher academic background than the parents of community college students.

g. Student activists select highly selective colleges and universities with a strong liberal arts offering; community college students select institutions associated with a practical perspective and a low emphasis on scholarship.

The findings of research indicate that there are two main areas of students' complaints in community colleges: (1) the lack of student participation in decision making, and (2) the lack of cultural relevance for minority students. Without resolving these problems to a greater degree than in the past, the community colleges may experience unrest and activism associated with the four-year colleges and universities.

Studies indicate that students can enter into the decision making policies of their institutions successfully. By having a voice in student government, by serving on faculty committees, and reviewing college board candidates, the student's educational experience will be more meaningful and will contribute to institutional growth. By participating in the selection of objectives, content, and learning experiences of course work, the student realizes a more positive view of the teacher, the subject, and the college.

Community colleges have sought to be relevant to minorities by introducing a racial element in the curriculum. However, some writers feel that the community colleges have not been successful in meeting the academic and social needs of the blacks. It is claimed that the black students are currently the group in the community colleges most likely to explode.

With regard to student activism, community colleges are encouraged to maintain their own identity and not seek to fashion themselves after the four-year institutions. Writers tend to concur that the community college has had something to offer which the four-year institutions have neglected. However, if the community colleges seek to emulate the four-year institutions, then they can expect growing student unrest and protest which have been the experiences of some colleges and universities.

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SOME THOUGHTS ON ARTICULATION

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Higher education, once society's pampered darling, now appears to be a scapegoat whose "insatiable demands for public funds" (we are told) threatens the solvency of the state. Politicians need headlines; it is pointless either to blame them or to mourn the fact. Neither activity is constructive; neither will change the attitudes of the taxpayers; neither will provide us with the kind of support (fiscal and moral) that we need.

Many voices abroad in the profession are prophesying doom--there are no jobs for our graduates, no money for us, no relevance in what we do. Those of us with tenure can maintain a low visibility until the confusion disappears and emerge as "pillars," "rocks," "old faithfuls" when, as a matter of fact, all we will have done is to avoid issues. Let it be written on our headstones: "He never rocked the boat."

Those without tenure can work assiduously to please whatever gods there be in hopes that the metamorphosis will take place--that the groveling worm will be transmuted. Is it not written that the worm will turn?

The present--"with its sick hurry, its divided aims"--deserves better from us. We are better educated than the average citizen. In that particular sense, society has invested much in us that deserves responsible repayment. The experience of the recent past should help us avoid the most obvious mistakes. I wish to speak briefly about only one--the attempt to claim too much. When one fights a war to end all wars, winning the war itself becomes an instrument of disillusionment. Selling education as the solution to all of man's ills--social, political, ethical--must inevitably result in the loss of faith (and support) which we now face. This fact is the more dramatically presented to us if we use the freshman composition program to overthrow the establishment, preserve the ecology, end the war in Viet Nam, or lower the voting age to 18. The previously stated objectives may be desirable or undesirable, but none is a goal for the freshman English class. Please do not misunderstand me: I am not saying that freshman students should not read about, think about, write about topics that are relevant. They should if they and their English teacher can utilize the experience to develop the student's abilities to use language effectively. If the issue is too explosive for the talents or temperaments of the teacher and his students, other issues must be chosen.

Miss Barbara Moise, the editor of the Northern Star (NIU's paper) shared the following experience with her public a few days ago: "Just from my editorial, when I put in that one little swear word, 90% of the feedback I got revolved around that one word and the rest of the editorial went unnoticed." The word--trivial, common in itself--became the issue; the editor's concept was lost. English teachers must avoid the same pitfall.

We have important and useful work to do; we should take pains to do it well. And we should be modest about the limitations of our competence. Our profession is not to save the world, nor man, nor even Northern Illinois; it is to share with our students man's greatest invention--language, which is highly abstract, infinitely various, constantly changing. They should know the joys of it (the Joycean tricks, the Hopkins intensities, the Hemingway simplicities, the puzzles of Barthelme); the distortions of advertisers, politicians, preachers, parents (of all those who wittingly or unwittingly use language to cloud, confuse, and flim-flam their fellow men); the subtleties of it; the rigors of it; the excitement of it.

Language is our job. It is what brings us together here today, what provides the common denominator that erases distinction between the junior college and senior college student, or teacher. It is worthy of our best efforts and our strictest attention. It will neither save nor destroy the world, but it can help us better to understand ourselves and our fellows because we read more comprehensively and with more understanding, because we write more clearly and more effectively, and perhaps, most importantly, because we think more systematically.

If we achieve this modest goal with our students, I am confident of the impact it will have on our reaching other goals--preserving a sane ecological balance, ending the war in Viet Nam, to mention only two. It may also serve us (teachers and students) and the governor and the legislature and the taxpayer as we struggle with the current budget crisis. For example, higher education has made no "insatiable demands for public funds." The governor, the legislature, the Higher Board of Education, and the taxpayer have agreed that there shall be a community college within commuting distance of every student in the state and have authorized the creation and development of such a system within the last decade. The current budget request for the public junior colleges is a responsible one, designed to meet needs which higher education did not create but which it hopes to serve. Furthermore, the governor, the legislature, the taxpayer have agreed that two new senior institutions shall be established in the State--one in Springfield and one just south of metropolitan Chicago. Each is being developed from a zero base--no land, no buildings, no staff. The initial developmental costs are significant both in themselves and in terms of the percent increase in budget which they represent.

Higher education did not create these needs; the people and their political representatives did. It is irresponsible of the governor to use higher education as a whipping boy for his own political advantage and to the detriment of the excellent system of higher education in Illinois--junior colleges and senior colleges. It is our job as responsible citizens and teachers to publicize these facts.

We must try to set the record straight both in our own minds and in the minds of those voters who form our overlapping constituencies. This action must be taken in time to influence the legislature during the current session.

Articulation of our curricula has been the main concern of these annual conferences over the past few years, an action which is responsible and

necessary and which should be continued. Now I remind you that in the current budget struggle in the legislature, we are in no sense competitors, but allies. Our legitimate needs reinforce each other; our positions before the legislature and the taxpayer must be mutually supportive. Let us work together to get before the public the facts about the current budget for higher education in Illinois. Let us continue to work together to provide for the young men and women of Illinois the very best instruction in language and literature that the resources of the State can provide.

CREATING A CLIMATE

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I am not at all certain that I should be here today. I have no inspirational message to impart, no over-arching principle with which to span the realms of art and science, and no skill whatever as a public entertainer. Worst of all, I have no faith in the lecture system as a device of conveying information and I am therefore acting against my own judgment. The wisdom I am about to impart can be surpassed only by such great philosophers as Klondike Annie, Johnny Appleseed, and Chief Manywords.

We are here at this time to discuss "Creating a Climate". Perhaps we should ask ourselves - a climate for what? I have chosen a multifaceted approach by assuming we are talking about such things as:

Change and Innovation
Improvement of Instruction
Improving Efficiency of Operation
Making Offerings Meaningful and
Geared to Student Needs

To create such a climate, the entire institution must become committed. At Moraine Valley we have attempted to do this through what we call the "Moraine Mix". The basic premise of the mix has been inter-disciplinary in concept resulting in a cross cultural, social, and educational grouping of staff and students.

From the beginning we have gone on the premise that no one associated with the institution was any better than anyone else. If we have identified our jobs correctly, each of us who fills that job has a different role to play. We recognize that the institution cannot operate adequately without the assistance of the janitor. We could never efficiently play our roles without help from the secretaries and clerks. Our bookkeeper, our deans, our program directors, our teachers, and hopefully even the president has a role to play which enhances the job we are chartered to do. We have yet to have our first faculty meeting, per se. When we have a staff meeting, we mean all-staff. Every maintenance man, every office worker, every administrator, every teacher is invited to the meeting and hopefully will be given an opportunity to make contributions and receive added insights into the operation of the institution.

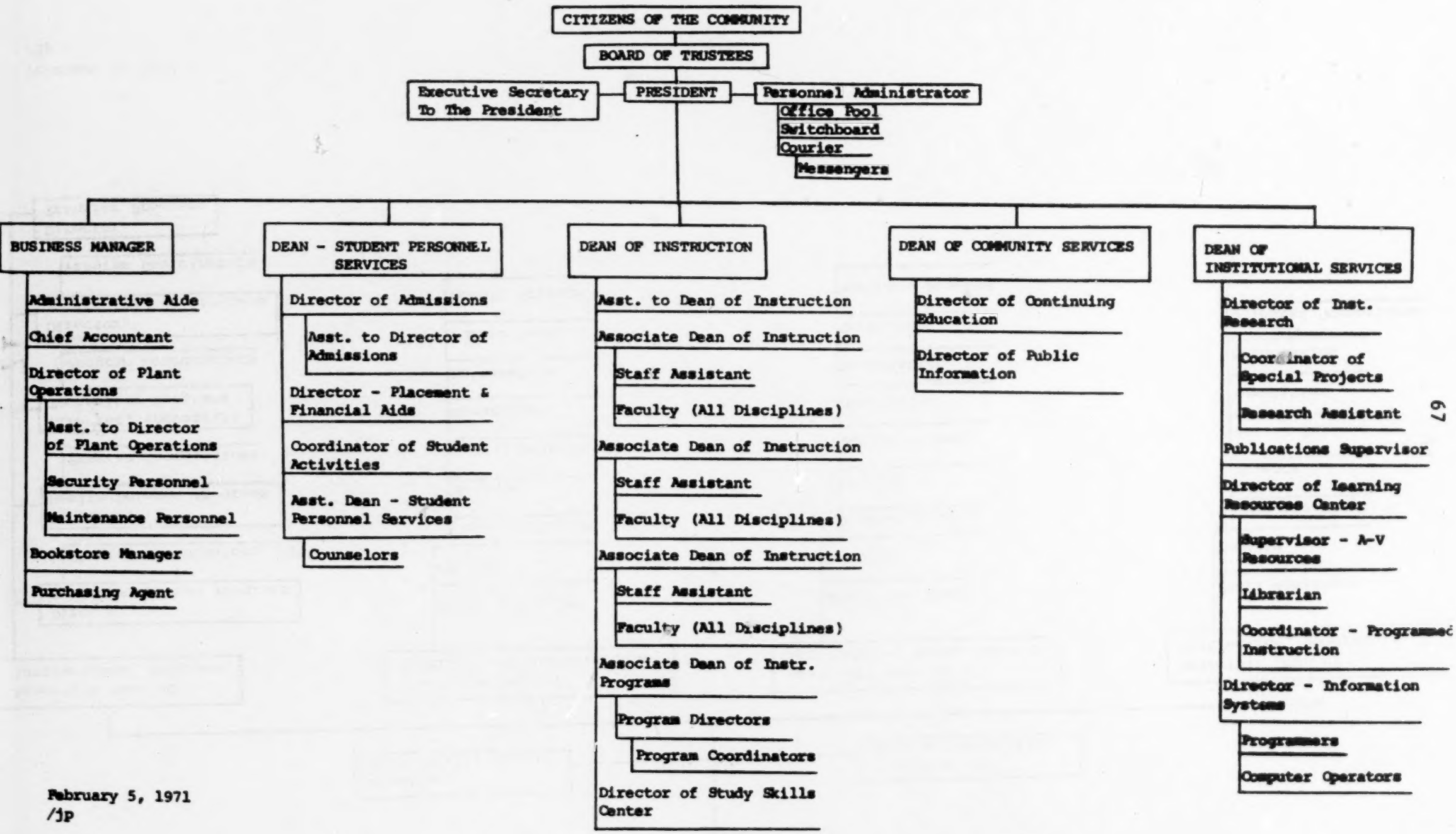
To provide an open atmosphere and encourage participation, the governing board must be receptive to new ideas and be willing to provide the necessary support. The policies it adopts must be reflective of this support and must be jointly developed by those who are most directly affected by the policies. It

is important that the board recognize that it is a policy approving body and the implementation of policy must be in the hands of those who have been employed for such implementation. Staff members in turn must recognize that when there is inadequate implementation, someone else must be selected to provide this service. This implies there must be periodic evaluations based upon certain objectives which can be measured. In fact, the board should recognize that as a part of the institution, it too is subject to periodic evaluation. Staff members should be encouraged to implement new ideas and modify existing procedures. I believe you will agree with me when I say that educators are inherently conservative. Teachers tend to teach as they were taught and are reluctant to try anything that is very much different than what is somewhat traditional.

It appears to me that we have not encouraged our teachers to break out of the traditional. There is a fear of failure. There is job insecurity. There is too much subjective evaluation. There has developed a polarization between faculties and administrators. There also has developed a caste system in too many institutions where students are recognized as second-rate citizens and I fear that some of us may look upon some of our support personnel as even third-rate citizens.

We must acknowledge the fact that there will be failures when we are trying something new or different. But we must also be willing to recognize that in failure there can be success. If we have established adequate measurable objectives and designed proper evaluative devices, we are more able to identify where we have failed and can take corrective measures. This emphasizes the need for a certain breed of administration. Administrators should always recognize that their role is to facilitate not hinder the operation of the institution. I will not dwell on this subject except to say that administrators must be willing to chart the course the institution should take and be flexible enough to change direction when such change seems appropriate. The organization of the institution itself should reflect the climate in which the institution desires to operate. Each of you will agree that there is no one perfect way in which an institution should be organized. And you will also agree that the organizational pattern of one institution is not likely to be suitable for the operation of another institution.

As a part of our philosophy we are committed to the mix. We, therefore, have no departments. Neither do we have divisions as they are generally known. I know I will not make myself popular by doing so, but let me read you our definition of a department chairman: "A term used in some more traditional colleges and universities to designate quasi-administrative or supervisory personnel who possess complete knowledge within specific academic disciplines. Tend to be authorities in other disciplines as well, and diligently perpetuate the myth of omniscence and omnipresence. Seldom show any inclination toward institutional cooperation with other disciplines. Happiest moment in life of a department chairman comes when he finds a gavel under the Christmas tree. Often insist upon large white offices away from students from which is derived the term "Ivory Towers". The following charts indicate the organizational pattern of our institution, a pattern designed to help achieve our goals:



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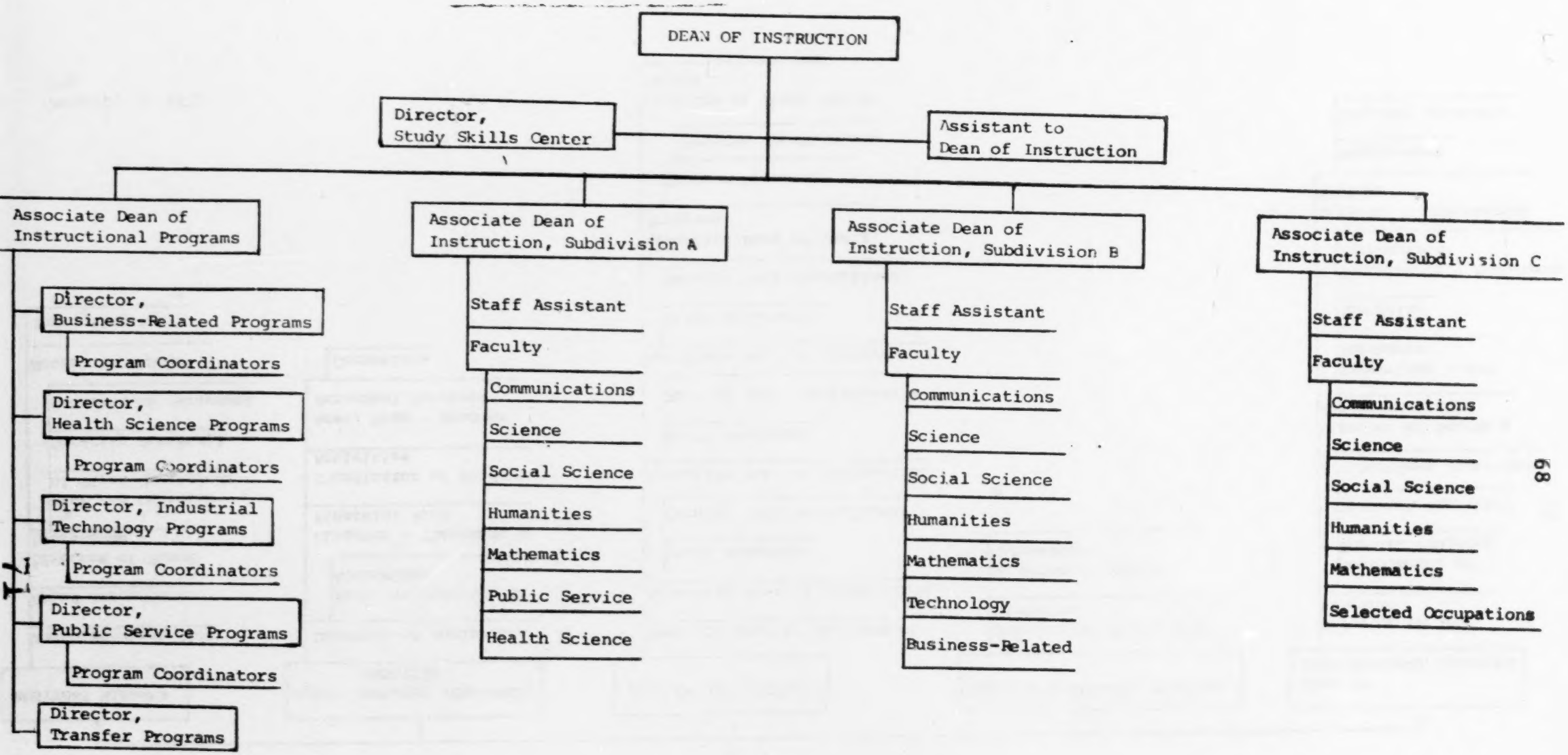

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Note that there are five major divisions of the institution. Business Management, Student Personnel Services, Instruction, Community Services, and Institutional Services. Personnel Administration is an arm of the President's office. Although I can acknowledge that certain operations could be performed elsewhere just as well, we feel that we have a rationale for each.

In the division of instruction, it will be noted that there is an interdisciplinary mix within subdivisions. Various disciplines are housed in each subdivision. The subdivisions are headed by an associate dean. The purpose of this arrangement has been to build a horizontal rather than a vertical structure. It will be noted that a faculty member does not have the normal hierarchy to go through.

I imagine you might ask the question, "In this type of organization, how do teachers in a discipline operate without a leader?". We have attempted to identify the tasks normally performed by department chairmen. These, in turn, are made available on a volunteer or elective basis. Those selected for these tasks become task leaders. The advantage of this arrangement has been that more people become involved in the operation of the college. Personnel within a discipline, in all subdivisons, meet together periodically; and on a daily basis, personnel in one discipline come in direct contact with personnel in other disciplines. This provides both horizontal and vertical communications.

Students must not be left out of the picture. I have found that some excellent ideas are generated by students. I would advocate that every major committee of the institution should have students on it with full privileges as voting members. (I would say in passing that I feel most major committees, councils, cabinets, etc. should include representatives from the support staff also.) Students should not be made to feel that their role on the committee is a token gesture nor a method of passification. Certainly, when issues which are going to affect students are brought up, students should be involved in the decision making process.

One cannot forget the importance of the news media in establishing a climate. When the news media through either fact or fiction feels the whole story is not being told or if something is being done in secret, the institution is in trouble. Although we recognize that news articles do not always come out the way they are submitted, we find that in general, when the media is supplied with the information there generally is an attempt to report it honestly. Sometimes the meaning may become a bit garbled through editorializing.

It must be recognized that there are those in the community that will resist change, and anything that departs drastically from the traditional will come under fire. Our greatest controversy has come as a result of our lecture-concert series. There has been an attempt to bring on campus a balanced list of speakers who can provide the college and the community with many ideas and concepts. These have been chosen by a committee composed of staff and students. Selections are made a year in advance and a schedule is established before the beginning of the academic year. Some of us have taken considerable abuse as a result of the Julian Bonds or the Ralph Naders. The

Allen Ginsbergs and the Father Lawlors have made their contributions of not making life most pleasant as we converse with certain elements of the community. We must remember, however, that we will hear from the element in the community that will criticize but those who agree sometimes are painfully silent. There are those that will criticize because of the fees that are charged by the speakers; there are those that make a great deal of noise about the individual and will not actually attend to hear what is said. They criticize upon a basis of reputation only. Again the board must take a stand in this matter, and if the desire exists to become truly an educational institution, there must be many ideas as input. The board must be willing to serve as a buffer on many occasions.

We have begun something that appears to have some promise. Our district is composed of six high school districts. Fortunately, our board members are representative of all districts and one district has two representatives. Each member is given an opportunity to appoint someone to a Lay Advisory Committee that serves for one year in an advisory capacity on any matter pertaining to the college. Thus far the committee has been used as a sounding board for the selection of speakers for the coming year. We have on the committee, liberals, conservatives, and middle-of-the-roaders. Although no decision is asked of the committee, we have found the input of the members most helpful in making the final selections.

Summary

I am not so sure it is possible to give a formula for the creation of a climate for an institution. I would say, however, it is imperative that the institution rather clearly establish objectives regarding its role, the clientele it plans to serve, its relationship to the community, and its operational plan.

Although the democratic process is extremely slow, the climate created by involvement is well worth the effort. Not everyone can become involved in every facet of the operation. However if properly planned, representative participation can become a very major force. It takes a lot of effort and a great deal of finesse to let everyone know what is going on. We cannot expect our staff to become informed no matter how many memoranda are prepared. We must recognize that notices on the bulletin boards are not read. We must constantly seek ways to inform and reinform our staff and the community of what is happening and what is likely to happen.

There must be constant evaluation. This means that each of us must be willing to submit to evaluation. But in order to be evaluated, we must know by what criteria we are being evaluated. This means that objectives must be established and stated in measurable terms. Someone once said, "If you don't know where you are going, you will never get lost." I would change that a bit by saying, "If you don't know where you are going, you will always be lost."

The teacher, or administrator, or secretary, or board, or maintenance man that has direction and purpose will find great satisfaction in accomplish-

ment. The important thing is to recognize and provide means whereby each can make contributions toward those goals. To make maximum contributions, the goals must be identified and avenues provided to reach the goals.

I don't believe educators are as concerned about tenure and academic freedom as they are about job security. The fact of the matter is I believe we have outlived tenure as we now know it. Teachers should be provided with the same job security as anyone else, and with our present legislation and the history of the courts, I believe they have protection. We cannot continue to reward incompetence when we have our taxpayers, legislators, and students requesting performance and accountability.

A climate must be created which will allow for professionalism and the proper recognition of professionalism when such is demonstrated. One point to remember, however, is that professionalism is not for educators only, it must permeate throughout the entire institution.

"A COMPARATIVE ANALYSIS OF SOME DIFFERENCES IN 39 COMMUNITY COLLEGE ASSOCIATE DEGREE PROGRAMS IN NURSING"

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The American Nurses' Association's first position statement (1965) on education for nursing was a landmark declaration of changing philosophy which created basic alterations in the process of becoming a registered or professional nurse.[1] This paper is based upon an investigation of one facet of this change, the associate degree programs in the community colleges in our country.

The 1965 position paper was the equivalent, in nursing, of the Flexner report of 1910 which influenced the course of medical education in the United States.[2] The Flexner report brought about a better articulation between the university and the medical school; it forced the hospitals to take some responsibility for the clinical education of the fledgling medical student; and it took the education of the medical practitioner out of the apprenticeship category.

Changing the basic educational pattern for one member of the health team inevitably influenced the member next in the hierarchy. Nursing followed medicine down the route of self-evaluation. In 1923 the Goldmark report attempted to evaluate the process of producing the "trained nurse" in much the same way. They concluded that "The training of nurses----is still, in the main, actually, if not technically, directed by organizations created and maintained for the care of disease, rather than for professional education." Nursing leaders recognized the inadequacy of the hospital system of nursing education to prepare persons for professional nursing practice. However, their recommendations were centered around upgrading and expanding within the same framework.

Through the post World War II period into affluency, into the 60's, there was a great migration of young people to the college classrooms, a fulfillment of the dreams and beliefs that were always a part of the American frontier. Nursing education, as it was organized, somehow did not satisfy the needs of the intelligent student. Dissatisfaction with the whole process showed up in decreasing enrollments in schools of nursing. It was time for the profession to take another critical look at itself! The result was the 1965 position paper of the American Nurses' Association.

In essence the committee charged with this task, Frances Reiter and her prestigious group, concluded that after 100 years of floundering, it was time we re-established the basic concepts of Florence Nightingale: to be on

a par with other professional education, nursing education must be established in institutions of higher learning. Because of the tremendous technological and scientific advances, the committee concluded, the nurse today needs a much broader base of education in order to master a complex, growing body of knowledge, and this must take place in institutions of higher education. They further acknowledged that an effort had to be put forth to produce several categories of workers in nursing, and recognized the place of the associate degree nursing programs in producing a 'technical' or 'vocational' nurse. The Manpower Development Training Program and the Allied Health Professions Act of 1966 have helped implement the preparation of thousands of these vocational nurses.

The associate degree is the most rapidly developing program in nursing education now. Started in Michigan in 1952, by December of 1967 there were 280 such nursing programs in the United States. The heaviest number are located in New York, California and Florida.

As an individual involved in nursing education at the baccalaureate level, this study offered the first real personal incentive to take a more than superficial look at the organizational pattern of the associate degree nursing programs. For this purpose 102 junior and community college catalogs were studied--all tax supported schools. California and New York schools were chosen because the heavy proliferation of these programs there meant that they might perhaps be the most progressive and innovative. Illinois, Oklahoma and Rhode Island were also chosen to sample concepts in nursing education at the community college level.

No statistical study was attempted, rather it was felt that certain broad observations would be more meaningful. Since the short term collegiate programs are changing so rapidly, an over-view of current situation seemed to be the best approach.

There are limitations, of course, in the two-year program. It is a challenge to provide within the prescribed period a program of study which would not be too narrow, or on the other hand, too demanding. Although variety in educational offerings is desirable in order to meet the different needs of students, there must be some consistency which identifies the discipline in general. Criteria which permit wide variations do not give sufficient guidance, especially during the early period of rapid growth that these programs are experiencing. It is within this framework of reference that the offerings in nursing were studied.

Very quickly it was found that the conviction that nursing was, per se, in a state of ferment was justified. Many communities were choosing to meet their needs for health personnel by undertaking programs aimed at producing a licensed practical nurse, rather than the registered nurse. This was certainly true in the less urban areas, and more rural states.

Thirty-nine schools were finally picked for study in 11 identifiable areas for evaluation and comparison.

1) By definition, as evidenced in stated philosophies of the different

schools, itwas clear that there was wide variation in what type of nurse was being produced by the two-year programs. It varied from semi-professional, to vocational, to technical, and in some they even felt that theywere producing a 'professional'. The majority seemed to be working with the concept that they are able to educate a semi-professional, however. This variability in goal for the end-product of these programs in nursing can only create confusion including future problems related to definition of duties and restrictions for each category of nursing, and has serious implications in terms of malpractice problems.

2) It was impossible in many instances to tell what the real organizational pattern for nursing education was within the various schools. Departmental responsibility was not clear. A broad range of departmental responsibility for nursing programs was identifiable. Generally they fell in the following categories: Biological Sciences, Allied Health Services, Health and Community Services Division, Science and Engineering, and College Technical. There was approximately an equal distribution among these departments.

3) The degrees granted also gave evidence of a great deal of individual institutional variance. Again, there was fairly even distribution in these categories: Associate in Science, Associate in Applied Science, Associate in Arts, Associate in Arts in Nursing, Associate in Applied Science in Nursing, Associate in Nursing. One school offered 5 options in nursing education (Bakersfield, Calif.).

4) As a general observation it can be stated that college catalogs were incredibly difficult to decipher. The course offerings were too often very vague. If this is the vehicle by which an institution reaches its public, too often it probably would turn off a student in search of guidance. The emphasis was clearly on college parallel rather than on the 'terminal' degree which was the original aim of the associate degree nursing program. One wonders how a high school counselor could reliably counsel students into the various nursing programs available on the basis of catalog information.

5) Very few schools have made provision for "career ladder" progression: that is, how one could utilize credits earned for one degree to progress toward a higher one. Rhode Island Junior College was the only school in the group that specifically made mention of the fact that an L.P.N. could advance into the Associate Degree program by taking proficiency examinations in two nursing courses for credit. There was indication that this is an avenue of progression being tested in California, but the catalogs did not reflect it as yet.

6) The much-vaunted "Open-door" policy of the community college does not seem to hold true for the nursing programs studied. The prerequisites and entrance requirements were fairly rigidly constructed, and they were firmly spelled out in those schools where tuition was free.

New York: Generally required 2 years of mathematics, 1 year of biology, 1 year of chemistry in high school. Age limits were also set at from 17 to 45 years of age.

California: Usually specified a college preparatory program. Classes were limited in enrollment. A grade of "C" or better was generally specified for the high school science courses. Great emphasis was placed on good physical and mental health. Cerritos College even stated that nursing students had to "supply character references indicating honesty, sincerity, reliability and satisfactory inter-personal relationships."

Illinois: Seemed to have a more liberal policy in most of its community colleges. ACT scores were required by all. Generally a statement such as "suitable rating" accompanies this, as a requirement. About half of the institutions demanded the college preparatory courses in mathematics, chemistry and biology. Elgin Community College, however, stated that it had no prerequisites, that the "college maintains an open-door policy for all students qualified to complete any of its programs."

It would seem that high school counselors would have real difficulty in advising their students on prerequisites for any great range of schools. They would have to know before the students' junior year exactly what school they wish to attend, and if interested in an associate degree in nursing, it would be obvious that otherwise they would have serious deficiencies for entrance into some community colleges.

7) Great variations in tuition were evident. In New York, where there were 37 community colleges as part of the state supported network of institutions of higher learning governed by a Board of Trustees but with local administration, tuition ranged from no tuition in New York City, to about $14 per semester hour, as at Adirondack College.

New York City had an enviable program. They provided tuition free schooling, with added stipends for books, uniforms, etc. and some of the schools even provided free dormitories. If we really wished to attract people to an educational program this might well have to be the road to follow.

California: Has up to now provided tuition free community college education. This was apparently in the process of being changed.

Illinois: Tuition varied from about $12.50 at the Rock Valley College, about $5.00 per semester hour at Triton, to $10.00 for eight or more hours in the Chicago City Colleges.

8) Sequential course work and lock-step progression was the general rule in nursing programs,

a) the student was expected to finish in a prescribed length of time-- two years, sometimes with one or two summer sessions.
b) most of the schools demanded a minimum "C" grade in all nursing courses
c) Course loads were generally prescribed
d) Where tuition was free there were much more rigid demands on performance, attendance in classes.
e) The Illinois schools often had stated policies on re-taking a course if the student got a "D" or an "F"

f) In almost all of the schools progression depended upon a satisfactory grade in one nursing course before one could go on to the next level.

9) Most of the catalogs gave no indication of whether there was an advisory council for nursing. The few that did seemed well organized.

A) Compton College in California: had a curriculum committee of 14 which included nurses, administrators, and counselors; they had 3 physicians on the committee, and a selection committee of two high school counselors.

B) Bronx Community College: had an advisory committee of people from Albert Einstein and Yeshiva universities, and from the Municipal Hospital Center.

10) Articulation: California was the only state in the group studied which has spelled out specific action for articulation with senior colleges. Many of their catalogs indicate by course number the value of a transfer credit. Bakersfield College in California offered five associate degrees in nursing, depending upon where the student planned to transfer.

11) Number of hours specifically designated for nursing or nursing related courses in the total curriculum: Although there was not a great range of required credit hours in nursing, generally it was found that from one-half to two-thirds were designated as being devoted to nursing subjects. This held true on both the quarter or the semester system.

In conclusion, one other aspect of the totality - whether these schools were N.L.N. accredited (National League for Nursing)--was impossible to ascertain. Since there is a feeling in certain areas of the country that specialized accreditation of one segment of a junior college's curriculum is not needed as long as the institution is accredited by its regional accrediting association, institutions often do not apply for N.L.N. accreditation. This serves to compound the confusion in the profession!

Several questions arise, for which there are no definitive answers until more research is done by the asociate degree faculties. Foremost among these is: what role do the rigid prerequisites and the confining sequential pattern of progression through the program play in negating the original goal which was to produce more health workers of a technical calibre? The impression remains that community college nursing faculties are creating a climate whereby there is more emphasis on production of the professional (facilitating the articulation process to advance into the baccalaureate program) and away from the 'terminal' aspect which was the original aim of shortening the time for the education of one category of nursing.

The evidence causes individuals to wonder whether the expectancies of the associate degree nurse are consonant with the expectancies of her future employers. A study recently published indicated that therewas a discrepancy between what the stated aims of these programs are, and the reality of the faculty, student, and employer expectancies.(4)

FOOTNOTES

1. *Education for Nursing,* American Nurses' Association's First Position on, American Journal of Nursing, Vol. 65, #12, Dec. 1965, pp. 106-111

2. *Medical Education in the United States,* Abraham Flexner, Medical Education in the United States and Canada, New York: The Carnegie Foundation, 1910.

3. *Nursing Education in the 1920's,* Josephine Goldmark and the Committee for the Study of Nursing Education, Nursing and Nursing Education in the United States, New York, The Macmillan Company, 1923, pp. 17-26

4. *What is Expected of the Associate Degree Nurse?,* Mary C. Fiorentino, et al., Junior College Journal, Vol. 39, April '69, #7, pp. 62-70